

SENATE AGENDA

Friday, May 13, 2016

2:30 p.m. – F210

1. APPROVAL OF THE AGENDA
2. ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: April 8, 2016
3. BUSINESS ARISING FROM THE MINUTES
4. READING and DISPOSING of COMMUNICATIONS
5. QUESTION PERIOD
6. REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

**SENATE EXECUTIVE COMMITTEE**

MOTION 1: That the Report of the Senate Executive Committee dated May 5, 2016 be received.

**UNDERGRADUATE STUDIES COMMITTEE**

- **April 14, 2016 Report**

MOTION 1: That the Report of the Undergraduate Studies Committee, dated April 14, 2016 be received.

**PLANNING AND PRIORITIES COMMITTEE**

MOTION 1: That the Report of the Planning and Priorities Committee dated April 22, 2016, be received.

MOTION 2: That Senate give approval in principle to the broad goals and objectives contained in the Strategic Enrolment Management Report prepared by Higher Education Strategy Associates (22 June 2015).

MOTION 3: That Senate approve that PPC's mandate be extended to include oversight of the Strategic Enrolment Management Plan.

MOTION 4: That Senate grant approval of the Stage 1 Biomedical Science Proposal as outlined in the attached document.

- MOTION 5: That Senate grant approval of the Final Assessment Report of the Classical Studies IQAP Review, as outlined in the attached document.
- MOTION 6: That Senate grant approval of the Final Assessment Report of the History IQAP Review, as outlined in the attached document.
- MOTION 7: That Senate grant approval of the Final Assessment Report of the Mathematics and Computer Science IQAP Review, as outlined in the attached document.
- MOTION 8: That Senate grant approval of the Final Assessment Report of the Native Studies IQAP Review, as outlined in the attached document.
- MOTION 9: That Senate grant approval of the Final Assessment Report of the Social Welfare and Social Development IQAP Review, as outlined in the attached document.

6. OTHER BUSINESS

Presentation of the 2016-17 Operating Budget

7. AMENDMENT of BY-LAWS

8. ELECTIONS

- Elect two faculty Senators to serve on the Pension and Benefits Advisory Committee for a two year term commencing July 1, 2016.
- Elect one representative from each faculty to serve on the Chancellor's Teaching Award Selection Committee
- Elect one representative from each faculty to serve on the CASBU Teaching Award Selection Committee

9. REPORTS FROM OTHER BODIES

- A. (1) Board of Governors  
(2) Alumni Advisory Board  
(3) Council of Ontario Universities (Academic Colleague)
- B. Reports from Senate members participating on other university-related committees

10. NEW BUSINESS

11. ANNOUNCEMENTS

- (a) President
- (b) Provost and Vice-President Academic and Research
- (c) Dean of Applied and Professional Studies
- (d) Dean of Arts and Science
- (e) Dean of Education
- (f) Student Representative
- (g) Others

12. ADJOURNMENT

NIPISSING UNIVERSITY  
MINUTES OF THE ACADEMIC SENATE MEETING

April 8, 2016

2:30 p.m. – Room F210

MEMBERS PRESENT:

M. DeGagné (Chair), H. d'Entremont, J. Graham, C. Richardson, M. Tuncali,  
N. Black

A. Armenakyan, G. Brown, L. Chen, K. McCullough, R. Vernescu

A. Ackerman, S. Arnocky, D. Borman, A. Burke, D. Campbell, N. Colborne,

A. Erfani, R. Gendron, P. Nosko, M. Owens, T. Parkes, G. Phillips, S. Renshaw, M. Saari, S. Srigley, D. Walters

M. Bruner, K. Clausen, L. Frost, B. Hatt, D. Hay, T. Horton, D. Jarvis, J. McIntosh, M.A. Parr, T. Sibbald

C. Cho, T. Waldock

O. Pokorny, L. Rossi

S. Feretycki

J. Andrews, M. Byblow, A. Deugo, S. Lamorea

ABSENT WITH REGRETS:

R. Vanderlee

A. Karassev, N. Kozuskanich

G. Rickwood

C. Hachkowski

M. Berube, J. Zimbalatti

APPROVAL OF THE AGENDA OF THE SENATE MEETING OF: April 8, 2016

MOTION 1: Moved by R. Gendron, seconded by L. Frost that the agenda of the Senate meeting of April 8, 2016 be approved.  
CARRIED

ADOPTION OF THE MINUTES OF THE SENATE MEETING OF: March 11, 2016

MOTION 2: Moved by H. d'Entremont, seconded by K. McCullough that the minutes of the Senate meeting of March 11, 2016 be adopted.  
CARRIED

## BUSINESS ARISING FROM THE MINUTES

As a follow up from the March Senate meeting regarding the impending loss of the Dionne Quintuplets Museum, Senator Gendron and Senator Black were pleased to advise that the Manager of Archives and Special Collections had completed an assessment of the Dionne documents and concluded that the collection would be a valuable asset. The Library has submitted an expression of interest to acquire the documents.

## QUESTION PERIOD

Senator McIntosh read out the question she had submitted to the Senate Secretary regarding the administrations' plan to install locking mechanisms on all classroom doors at the North Bay main campus. The Provost advised that the question had been forwarded to the VP Administration for response and that work continues to install locking solutions in all classrooms. To date 82 of 99 classrooms have locking mechanisms in place. The 17 remaining classrooms should be completed in the next few months. Senator McIntosh expressed her appreciation for the response and advised that 7 of the classrooms without locking mechanisms are Education classrooms that have a very large numbers of students.

A question was asked where the Undergraduate Research Conference would be housed now that the Dean of Graduate Studies and Research position has been established. The Provost advised that it is currently being organized by faculty. The response that has been received from faculty has been that the Conference should be more faculty driven.

A request was made for clarification of the process regarding the cancellation of classes and the closure of the campus. It is understood that a lot of behind the scenes communication must take place regarding the decision to cancel classes and close the campus, but in the case of the weather related cancellation on April 7<sup>th</sup> many students and faculty were already on or on route when the announcement was made. The regional Senators also advised that the Brantford and Muskoka Campuses had not been informed of the North Bay Campus closure. It was suggested that that the class cancellation and campus closure process needs to be streamlined. A request was made that a report on this matter be brought back to Senate. The Speaker advised that these questions would be forwarded on to the VP Administration.

A discussion took place regarding the importance of recruitment and questions were asked as to when the Strategic Enrolment Management Strategy and Implementation Plan as well as recommendations from the HESA Report would be implemented. The Provost advised that the SEM Report will be added to the PPC agenda and will be discussed at the May meeting.

## REPORTS of STANDING COMMITTEES and FACULTY or UNIVERSITY COUNCILS

### SENATE EXECUTIVE COMMITTEE

MOTION 3: Moved by H. d'Entremont, seconded by S. Renshaw that Senate receive the Report of the Senate Executive Committee dated March 31, 2016.  
CARRIED

### PLANNING AND PRIORITIES COMMITTEE

- **March 18, 2016 Report**

MOTION 4: Moved by H. d'Entremont, seconded by M. Tuncali that the Report of the Planning and Priorities Committee dated March 18, 2016, be received.  
CARRIED

- MOTION 5: Moved by H. d'Entremont, seconded by M. Tuncali that Senate grant approval of the Stage 2 Major Modification for Child and Family Studies (CHFS) as outlined in the attached document.  
CARRIED
- MOTION 6: Moved by H. d'Entremont, seconded by M. Tuncali that Senate grant approval of the Stage 2 Major Modification for the BBA Finance Stream as outlined in the attached document.  
CARRIED
- MOTION 7: Moved by H. d'Entremont, seconded by M. Tuncali that the Quality Council Audit Report dated February 2016 be received.  
CARRIED
- MOTION 8: Moved by H. d'Entremont, seconded by M. Owens that Senate grant approval of the Final Assessment Report of the Political Science IQAP Review, as outlined in the attached document.  
CARRIED
- MOTION 9: Moved by H. d'Entremont, seconded by B. Hatt that Senate grant approval of the Final Assessment Report for Economics, as outlined in the attached document.  
CARRIED

- **April 1, 2016 Report**

- MOTION 10: Moved by H. d'Entremont, seconded by A. Burke that the Report of the Planning and Priorities Committee dated April 1, 2016 be received.  
CARRIED
- MOTION 11: Moved by H. d'Entremont, seconded by S. Srigley that Senate grant approval of the Final Assessment Report for Religion and Cultures, as outlined in the attached document.  
CARRIED
- MOTION 12: Moved by H. d'Entremont, seconded by M. Tuncali that Senate grant approval of the Final Assessment Report for Child and Family Studies, as outlined in the attached document.  
CARRIED
- MOTION 13: Moved by H. d'Entremont, seconded by S. Renshaw that Senate grant approval of the Final Assessment Report for Gender Equality and Social Justice, as outlined in the attached document.  
CARRIED
- MOTION 14: Moved by H. d'Entremont, seconded by M. Tuncali that Senate grant approval of the Final Assessment Report for Psychology, as outlined in the attached document.  
CARRIED
- MOTION 15: Moved by H. d'Entremont, seconded by M. Tuncali that Senate grant approval of the Final Assessment Report for Biology and Chemistry, as outlined in the attached document.  
CARRIED
- MOTION 16: Moved by H. d'Entremont, seconded by D. Borman that Senate grant approval of the Final Assessment Report for Philosophy, as outlined in the attached document.  
CARRIED

### OTHER BUSINESS

Senator Srigley discussed areas of concerns identified in the recommendations from the Ontario Universities Council on Quality Assurance Audit Report. The primary concerns are as follows: the failure of the Provost to

prepare and send the final assessment reports and implementation plans to Senate, and to the Ontario Universities Council on Quality Assurance. The second cause for concern was the failure to comply with our own policy and implement the follow up monitoring process. The specific question to the Provost is how is he going to repair these very serious academic concerns, which implicate Nipissing's reputation, and more specifically, what is the Provost's plan to deal with this large body of IQAP recommendations since 2012 that require serious attention? The Provost advised that the three causes for concern outlined in the IQAP Report were being addressed. Of the 13 Final Assessment Reports that must be submitted to IQAP by May 31, 2016, eight reports are included in this Senate Agenda and the remaining five reports will be included in the May 13, 2016 Senate Agenda. Once the Quality Council has reviewed the reports and the desk audits have taken place, we have one year to report back to the Council. A concern was expressed regarding the lack of institutional monitoring and tracking. A suggestion was made to strike a committee to follow up on program reviews. The Provost advised that PPC, as Senate's planning body, looks at the recommendations.

### AMENDMENT OF BY-LAWS

MOTION 17: Moved by S. Renshaw, seconded by J. McIntosh that Article 6.3 of the Senate By-laws be amended as outlined below:

#### 6.3 Order of Business

(a) The order of business observed at all regular meetings of Senate shall normally be as follows:

- (i) Approval of the Agenda;
  - (ii) Approval of the minutes of the previous meeting(s);
  - (iii) Business arising from the minutes;
  - (iv) Reading and disposing of communications;
  - (v) Question period;
  - (vi) Written reports (which include substantive motions) of standing committees, Faculty or University councils, and ad hoc or other committees, with the order to be determined by the Senate Executive Committee;
  - (vii) Other business (which includes substantive motions);
  - (viii) Amendment of By-Laws;
  - (ix) Elections;
  - (x) Written or oral reports for information only (which may include a motion to receive) from all sources, including other bodies on which Senate is represented;
  - (xi) New business (requiring a motion to consider);
  - (xii) Announcements (President, PVPAR, Deans, Students, and Others); and
  - (xiii) Adjournment
- (b) Business items submitted too late to be placed on the Senate agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.
- (c) The primary purpose of the question period is to provide an opportunity for Senators or others in attendance to raise questions or seek clarification regarding matters which may be of collective interest or concern. Substantive questions for which an adequate response may require research or preparation should normally be submitted to the Senate Secretary in writing at least four (4) days prior to the meeting. Should this not occur, the respondent may elect to answer the question at the next regular Senate meeting.

CARRIED

MOTION 18: Moved by S. Renshaw, seconded by J. McIntosh that Article 9.6 of the Senate By-laws be amended as outlined below:

#### 9.6 Technology & Infrastructure Committee (T&I)

- (d) Ex Officio Members:
  - (iii) the Executive Director, Library Services, or designate; and
  - (iv) the Vice-President, Administration (non-voting).
- (e) Members Elected by Faculty Council:

- (iv) one (1) faculty Senator or non-Senator from each Faculty, one of whom shall be elected by the Committee to serve as Chair, and one of whom shall be elected by the Committee to serve as Vice-Chair;
- (v) one (1) faculty Senator who is a full-time lab, seminar or service course instructor; and
- (vi) two (2) student representatives from any Faculty.
- (f) Terms of Reference:
  - (vi) to engage in on-going review, needs assessment and policy development in all matters related to academic technology and infrastructure (where infrastructure includes both academic physical resources and human resources in academic support areas), and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
  - (vii) to provide advice and priority-setting assistance to the VPADMIN regarding:
    - 5) support for teaching, learning and scholarly research through the application of computing, information and multi-media technologies;
    - 6) the need for, and design of, new or renovated teaching, learning and research space;
    - 7) staffing needs in academic support areas such as technology services, research assistance, lab supervision and secretarial or clerical support; and
    - 8) the allocation of the annual budgets in technology and academic infrastructure areas;
  - (viii) to invite and assess applications for the annual Information Technology in Teaching and Learning Fund, and make recommendations to the PVPAR on the awarding of these funds;
  - (ix) when other supplementary funds become available for the acquisition of additional technology resources, to oversee the process whereby these funds are announced and awarded on a competition basis; and
  - (x) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate.

CARRIED

MOTION 19: Moved by S. Renshaw, moved by J. McIntosh that Article 6.6(b) of the Senate bylaws be amended as outlined below:

- 6.6(b) A non-member of Senate may be recognized and permitted to speak at any open portion of a Senate meeting at the discretion of the Speaker, and shall be permitted to speak either:
- (i) with the prior approval of the Senate Executive Committee; or
  - (ii) at the discretion of the Speaker; or
  - (iii) by Senate vote on a motion to that effect, which shall not be debatable. Rationale: Clarifies the language.

CARRIED

MOTION 20: Moved by S. Renshaw, seconded by J. McIntosh that Article 9.5 of the Senate bylaws be modified as outlined below:

#### 9.5.1 Library Advisory Subcommittee (LIB)

- (a) Ex Officio Members:
  - (i) the Executive Director, Library Services, who shall be Chair.
- (b) Members Elected by Faculty Council:
  - (i) two (2) faculty Senators or non-Senators from each Faculty, one of whom shall be elected by the Subcommittee to serve as Vice-Chair;
  - (ii) one (1) faculty Senator from the regional campuses; and
  - (c) One (1) student representative to be appointed by Nipissing University Student Union (NUSU).
  - (d) Terms of Reference:
    - (i) to engage in on-going review of Library policies, practices and objectives and their role in providing teaching and learning support for faculty and students, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate;
    - (ii) to provide advice and priority-setting assistance to the Executive Director, Library Services regarding:
      - 1) procedures and practices related to the acquisition and maintenance of the Library's collections;
      - 2) the provision of Library support services to faculty and students; and
      - 3) the allocation of the annual Library budget;
    - (iii) when supplementary funds become available for the acquisition of additional Library resources, to oversee the process whereby these funds are announced and awarded on a competition basis;



- (iv) to deal with such other matters as may be assigned from time to time by the Teaching & Learning Committee or by Senate;
- (v) to engage in on-going review, needs assessment and policy development in all matters related to continuing education and the development, delivery and review of courses delivered at a distance, and to make recommendations to the Teaching & Learning Committee as necessary and appropriate, for conveyance to Senate; and
- (vi) to encourage best practices in distance education by continuing to assess the appropriateness and effectiveness of various delivery modes;

CARRIED

### ELECTIONS

- Elect one (1) tenured faculty member, from the Faculty of Applied and Professional Studies to serve on the search committee for the Dean of Graduate Studies and Research.

**D. Hemsworth - ACCLAIMED**

### REPORTS FROM OTHER BODIES

#### Report from Senate members participating on other university-related committees

Senator Gendron and Senator Saari, faculty representatives on the Board of Governors, advised that the Board has initiated the process for the review of the President. Dr. Sarri and Dr. Gendron will be soliciting for feedback over the coming weeks. The Senate Secretary will be asked to forward information to Senate members.

### NEW BUSINESS

Senator Feretycki asked if Senate could encourage the Teaching and Learning Committee to meet to discuss and report back on the questions raised at the February 12, 2016 Senate meeting regarding the revised academic schedule and if the loss of 3 weeks of academic instruction negatively impacted the students. In the interest of accountability, he asked that a mechanism be put forward to ensure a response. The Speaker advised that this request would be forwarded on to the Teaching and Learning Committee. It was noted that the last Teaching and Learning Committee meeting was cancelled due to a lack of quorum. Senator Burke responded that the submission of grades shows that learning expectations have been met. Senator Andrews advised that although there may have been a few more late withdrawals, no students had brought any negative effects to his attention. He reported that students were thankful that their summer schedules and jobs were not affected. If any concerns arise he will bring them to our attention.

### ANNOUNCEMENTS

The President advised that the Governor General's visit was a success. It was a pleasant surprise that NU was solicited to host the visit. He expressed his thanks to the three KaNaTa Conversations panelists, Dr. Katrina Srigley, Autumn Varley, Master of History student and Clint Davis, Vice-President of Aboriginal Banking for TD Business Banking. It was a seamless and thought provoking presentation. The President also advised that he recently attended a COU Executive Heads meeting where one of the themes of discussion was how universities present themselves to parents and students. Colleges have a very solid marketing campaign but it has been shown that universities do better job of preparing students to find jobs within a two year period following graduation. For parents one of their biggest concerns is that their children will fall behind. Parents see universities as a viable option to prepare their children for the job market.

The Provost thanked Dr. Earl and Dr. Kozuskanich for their work on the Undergraduate Research Conference. Congratulations as well to Autumn Varley, a Master of History student and Nipissing's Three Minute Thesis champion.

Senator Richardson congratulated Dr. Glen Sharpe. During the Governor General's recent visit, Dr. Sharpe was presented with the Caring Canadian Award. Senator Richardson was also pleased to announce that Dr. Maria Cantalini-Williams has been invited by the Governor General to be a part of the Innovation Book Project Writing Team.

Senator Andrews advised that valedictorian elections were wrapping up and that a Wellness Week had been successfully completed. He advised that this is the final week of the Pub Service at the Wall and it is with heavy heart that they close the doors. The Student Union will be moving out of their current offices and moving into a new space provided by the University.

ADJOURNMENT

Senate was adjourned at 3:40 p.m.

.....  
M. DeGagné (Chair)

.....  
S. Landriault (Senate Recording Secretary)

NIPISSING UNIVERSITY  
SENATE EXECUTIVE COMMITTEE

May 5, 2016

There was a meeting of the Senate Executive Committee on Thursday, May 5, 2016.

Members present: M. DeGagné (Chair), H. d'Entremont (Vice-Chair), N. Colborne, L. Frost,  
M. Tuncali, R. Vernescu, J. Andrews

Regrets: C. Richardson, S. Renshaw, R. Vanderlee

Recording Secretary: S. Landriault

The purpose of the meeting was to set the agenda for the May 13, 2016 Senate meeting.

The Provost advised that the request for a report regarding the clarification of the process regarding the cancellation of classes and the closure of the campus would be forwarded on to the Director of Facilities for response.

The Provost advised that the 2016-17 Operating Budget would be discussed under Other Business.

The Speaker reminded that the election to replace the Senate Speaker should be added to the May 27, 2016 Senate Agenda.

The Provost advised that the MTCU recently announced the approval for funding for the MA in Sociology program.

Senator Andrews advised that he, as well as Brittany Kent and Jordan Dempster would represent NUSU as the Senate Student Representatives for 2016-17.

Respectfully submitted,

Original signed by:

M. DeGagné  
Chair  
Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive dated May 5, 2016.

**Report of the  
Undergraduate Studies Committee**

**April 14, 2016**

The meeting of the **Undergraduate Studies Committee** was held on Thursday, April 14, 2016, at 11:30 am in B217. The following members attended:

Murat Tuncali  
Jamie Graham  
Roxana Vernescu

Carole Richardson  
Reehan Mirza  
Anne Wagner

Rick Vanderlee  
Tony Parkes  
Sydney Lamorea

Jane Hughes, Recording Secretary

**Absent with Regrets:** Daniel Jarvis

**Guests:** Crystal Pigeau

**Subcommittee Reports:**

***Undergraduate Standing and Petitions Subcommittee***

The Reports of the Undergraduate Standing and Petitions Subcommittee dated: January 26<sup>th</sup>, February 9<sup>th</sup>, and April 5<sup>th</sup>, were received.

The Undergraduate Studies Committee received and discussed changes from the Schulich School of Education and Policies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below. Supporting material is attached as indicated in the motions.

Respectfully submitted,



Dr. Murat Tuncali  
Dean, Faculty of Arts & Science

**MOTION 1:** That Senate receive the Report of the Undergraduate Studies Committee, dated April 14, 2016.

## **1. SCHULICH SCHOOL OF EDUCATION**

### **In-Service Offerings**

**MOTION 2:** That the Undergraduate Studies Committee recommend to Senate that the course EDUC 1545 Native Languages, Part 1 be added to the list of In-Service offerings (see descriptive data).

## **2. POLICIES**

### **Bachelor of Science in Nursing (BScN) – Scholar Practitioner Program (SPP) - Admission Policy Modification**

**MOTION 3:** That the Undergraduate Studies Committee recommend to Senate that the BScN – SPP admission policy modification be approved.

### **Final Grades**

**MOTION 4:** That the Undergraduate Studies Committee recommend to Senate that the Senate Policy on Final Grades be modified as outlined.



**Report of the  
Undergraduate Standing & Petitions Subcommittee**

**January 26, 2016**

There were meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on January 26, 2016.

ATTENDANCE: Jamie Graham, Carole Richardson, Murat Tuncali (A&S Dean's Designate), Jane Barker (APS Dean's Designate), Nancy Maynes, Karey McCullough

ABSENT WITH REGRETS: Pavlina Radia, Rick Vanderlee, Kerri Sawyer, Sydney Lamorea

GUESTS: Crystal Pigeau, Margarida Shail, Ken McLellan, Rebecca Roome-Rancourt

1. Petitions Heard: 13

	<b>APPROVED</b>	<b>DENIED</b>
Admission/Readmission	0	0
Late Registration	1	0
Late Withdrawal	1	0
Degree Requirements Waived/Altered	10	0
Exception to Exam Policy	1	0

Respectfully Submitted,

A handwritten signature in black ink that reads 'Jamie Graham'. The signature is written in a cursive, flowing style.

Jamie Graham, Chair  
Undergraduate Standing and Petitions Subcommittee

**MOTION:** That the Report of the Undergraduate Standing and Petitions Subcommittee dated January 26, 2016, be received.



**Report of the  
Undergraduate Standing & Petitions Subcommittee**

**February 9, 2016**

There were meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on February 9, 2016.

**PRESENT:** Jamie Graham, Carole Richardson, Pavlina Radia, Nancy Maynes, Richard Wenghofer, Sydney Lamorea

**ABSENT WITH REGRETS:** Rick Vanderlee, Karey McCullough

**GUESTS:** Crystal Pigeau, Rebecca Roome-Rancourt

2. Petitions Heard: 12

	<b>APPROVED</b>	<b>DENIED</b>
Admission/Readmission	0	0
Late Registration	2	0
Late Withdrawal	2	0
Degree Requirements Waived/Altered	5	0
Course Overload	1	0

Deferred: 2

Respectfully Submitted,

A handwritten signature in cursive script that reads 'Jamie Graham'.

Jamie Graham, Chair  
Undergraduate Standing and Petitions Subcommittee

**MOTION:** That the Report of the Undergraduate Standing and Petitions Subcommittee dated February 9, 2016, be received.



**Report of the  
Undergraduate Standing & Petitions Subcommittee**

**April 5, 2016**

There were meetings of the UNDERGRADUATE STANDING AND PETITIONS Subcommittee on February 24, March 8, March 24, and April 5, 2016.

February 24, 2016:

PRESENT: Jamie Graham, Carole Richardson, Pavlina Radia, Rick Vanderlee, Nancy Maynes, Karey McCullough, Sydney Lamorea

ABSENT WITH REGRETS: Richard Wenghofer

GUESTS: Ken McLellan, Beth Holden, Margarida Shail, Jane Hughes

March 8, 2016:

PRESENT: Jamie Graham, Carole Richardson, Pavlina Radia, Rick Vanderlee, Richard Wenghofer, Karey McCullough, Sydney Lamorea

ABSENT WITH REGRETS: Nancy Maynes, Kerri Sawyer

GUESTS: Ken McLellan, Crystal Pigeau, Margarida Shail, Heather Brown

March 24, 2016:

PRESENT: Jamie Graham, Carole Richardson, Pavlina Radia, Nancy Maynes, Karey McCullough, Richard Wenghofer, Sydney Lamorea

ABSENT WITH REGRETS: Rick Vanderlee

GUESTS: Ken McLellan, Margarida Shail, Heather Brown

April 5, 2016:

PRESENT: Jamie Graham, Carole Richardson, Pavlina Radia, Richard Wenghofer, Nancy Maynes, Karey McCullough, Sydney Lamorea

ABSENT WITH REGRETS: Rick Vanderlee

GUESTS: Margarida Shail, Crystal Pigeau, Heather Brown, Ken McLellan



S&P Report  
April 5, 2016  
Page 2

3. Petitions Heard: 43

	<b>APPROVED</b>	<b>DENIED</b>
Admission/Readmission	0	0
Late Registration	7	0
Late Withdrawal	15	6
Degree Requirements Waived/Altered	12	1

Deferred: 2

Respectfully Submitted,



Jamie Graham, Chair  
Undergraduate Standing and Petitions Subcommittee

**MOTION:** That the Report of the Undergraduate Standing and Petitions Subcommittee dated April 5, 2016, be received.



	<ul style="list-style-type: none"><li>• demonstrate an awareness of the intellectual, social, emotional physical, linguistic, cultural, spiritual and moral development of students</li><li>• successfully design, implement and assess Native Second Language programs for students.</li></ul>
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**B) Statement of Need:**

Currently, no Ontario university nor other provincial AQ providers, offers an Additional Qualification in Native Languages (Anishnaabemwin) to provincially certified teachers. By offering EDUC 1545, Native Languages, Part 1, the Schulich School of Education will provide a professional development opportunity for certified teachers employed in both public and First Nation schools. EDUC 1545 will increase the number of provincially certified Native Language teachers, which assists in achieving a number of objectives outlined by the Ontario Ministry of Education's First Nation, Metis and Inuit Education Policy Framework as well as assisting in the promotion and retention of Native Languages in the province's schools.

## POLICIES

### **Bachelor of Science in Nursing (BScN) – Scholar Practitioner Program (SPP) Admission Policy Modification**

**MOTION 3:** That the Undergraduate Studies Committee recommend to Senate that the BScN – SPP admission policy modification be approved.

#### **Current BScN – SPP Admission Policy**

Admission consideration is based on the following criteria:

- A recognized undergraduate degree with a minimum overall average of 75% (calculated on the best 10 full course equivalents not including transfer courses). Applicants with final degrees containing less than 10 full course equivalents will not be considered.
- Successful completion of one (1) course in anatomy and physiology and one (1) course in general psychology at the university level from a recognized university
- Personal Statement
- Reference Letter
- Interview

#### **Proposed Change to the BScN – SPP Admission Policy**

Admission consideration is based on the following criteria:

- A recognized undergraduate degree with a minimum overall average of 75% (calculated on the best 10 full course equivalents not including transfer courses). Applicants with final degrees containing less than 10 full course equivalents will not be considered.
- Successful completion of one (1) course in anatomy and physiology and one (1) course in general psychology at the university level from a recognized university
- CASPer™ assessment
- Personal Statement
- Reference Letter
- Interview

#### **Rationale**

CASPer™, the Computer-Based Assessment for Sampling Personal Characteristics is a web-based situational judgement test designed to evaluate key personal and professional characteristics essential for students to be successful in nursing school and ultimately, as practicing nurses. Some of these characteristics include professionalism, empathy, compassion and cultural sensitivity. Traditional evaluations of personal characteristics are susceptible to subjectivity and are not as effective in recognizing quality applicants. CASPer™ will assist in the selection of quality applicants who have the necessary characteristics to be successful in this unique Nursing program. Applicants will be required to pay the cost to write the test and distribute the results. Current fees are \$40 to write the test and \$10 per school of nursing applied to in order to distribute the results.

This change is for the Fall 2017 intake.

Submitted by: Heather Brown

Date: March 29, 2016

**Final Grades**

**MOTION 4:** That the Undergraduate Studies Committee recommend to Senate that the Senate Policy on Final Grades be modified as outlined.

- a. For courses with a duration of three (3) calendar weeks or more, final grades must be submitted into the student information system within seven (7) calendar days of the date a final exam was written or due for on campus courses, and within fourteen (14) calendar days of the date a final exam was written or due for alternative delivery courses. For courses where no final exam was scheduled, final grades must be submitted by the last day of the examination period.
- b. For courses with a duration of less than three (3) calendar weeks, final grades must be submitted into the student information system within fourteen (14) calendar days of the last day of the course.
- c. The Dean of each faculty will review all of the grades submitted for courses in their faculty before grades are published.

**Report of the  
PLANNING AND PRIORITIES COMMITTEE**

**Friday, April 22, 2016**

**COMMITTEE MEMBERS:**

Harley d'Entremont (Chair)	Blaine Hatt	Carole Richardson
Nancy Black	Alex Karassev	Matti Saari
Glenn Brophay	Laurie Kruk	Murat Tuncali
Christine Cho	Sydney Lamorea	Rick Vanderlee
Chris Hachkowski	Aroha Page	Janet Zimbalatti

Regrets: Greg Brown, Heather Brown, Jamie Graham

Guests: Crystal Pigeau, Trevor Smith

Recording Secretary: S. Landriault

The Provost reported that the Quality Council, at its meeting of April 22, 2016, accepted the recommendation of the Appraisal Committee that the proposed Sociology – Applied Social Research (MA) program at Nipissing University be approved to commence. The report includes a recommendation to hire a tenure track faculty member.

Two motions were brought forward regarding the Strategic Enrolment Management Report. It is suggested that the recommendations be accepted in principle. The first step will be the endorsement of the committee, the second step will be to go to Senate, and the third step will be to form a committee (or PPC).

The motion put forward at the March 11, 2016 Senate meeting regarding the criteria used in decisions to suspend enrollment was discussed and recognizing the importance of this process PPC recommended that the report be deferred until after the Board of Governors Governance Report is available to inform its deliberations on this matter.

The Provost reported that the Biomedical Science proposal received Stage 1 approval.

Members approved recommending to Senate, after some revisions, the Final Assessment Reports for the following programs:

- Classical Studies
- History
- Mathematics and Computer Science
- Native Studies
- Social Welfare and Social Development

Respectfully submitted,

Harley d'Entremont, PhD  
Chair, Planning and Priorities Committee

- Motion 1: That the Report of the Planning and Priorities Committee dated April 22, 2016, be received.
- Motion 2: That Senate give approval in principle to the broad goals and objectives contained in the Strategic Enrolment Management Report prepared by Higher Education Strategy Associates (22 June 2015).
- Motion 3: That Senate approve that PPC's mandate be extended to include oversight of the Strategic Enrolment Management Plan.
- Motion 4: That Senate grant approval of the Stage 1 Biomedical Science Proposal as outlined in the attached document.
- Motion 5: That Senate grant approval of the Final Assessment Report of the Classical Studies IQAP Review, as outlined in the attached document.
- Motion 6: That Senate grant approval of the Final Assessment Report of the History IQAP Review, as outlined in the attached document.
- Motion 7: That Senate grant approval of the Final Assessment Report of the Mathematics and Computer Science IQAP Review, as outlined in the attached document.
- Motion 8: That Senate grant approval of the Final Assessment Report of the Native Studies IQAP Review, as outlined in the attached document.
- Motion 9: That Senate grant approval of the Final Assessment Report of the Social Welfare and Social Development IQAP Review, as outlined in the attached document.

**Final Report**

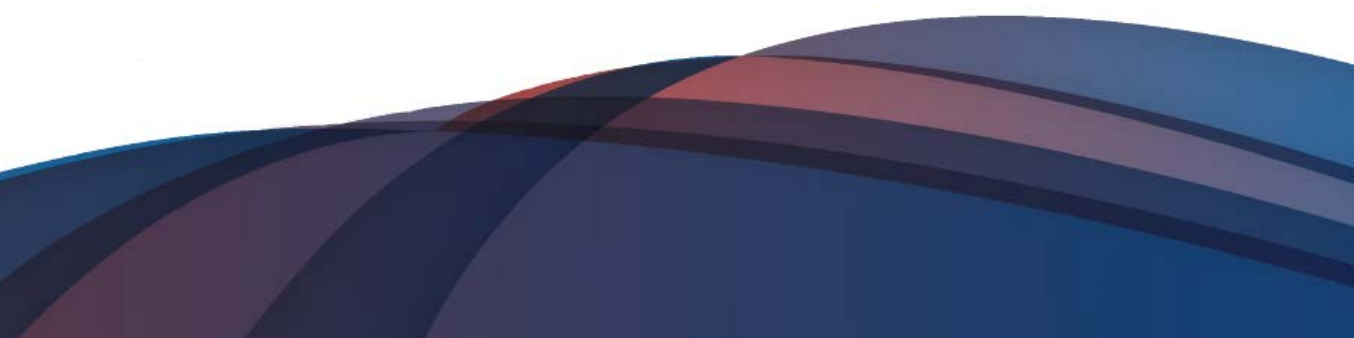
**Strategic Enrolment Management Strategy and Implementation  
Plan**

**Nipissing University**

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22 June 2015

Higher Education Strategy Associates  
Suite 207, 20 Maud Street  
Toronto, Canada  
M5V 2M5





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## I. Introduction

This report is the third and final output of the Strategic Enrolment Management project undertaken by Higher Education Strategy Associates for Nipissing University. The Report outlines for the University's consideration a proposed enrolment management strategy and suggested implementation plan.

The primary focus of the report is on increasing University enrolments by 1000 additional students, bringing total enrolment up from the current 4300 to about 5300. Half of these additional students are expected to be international.<sup>1</sup>

Growth is expected to take place over a period of five years. The management of year-on-year growth, as outlined in the implementation plan, is intended to avoid placing undue strain on departments and faculty, with the added benefit that some of the costs associated with growth are incurred later rather than earlier in the process.

In addition to increased enrolments, the plan includes proposals to encourage program innovation and to increase the efficiency with which credits are delivered.

These three elements - growth, innovation, and efficiency – are at the heart of a Strategic Enrolment Management Strategy which is aimed not only at increasing enrolments, but at doing so in a manner which aids the ongoing effort to reduce the University's operating deficit.

In this regard, the recent growth in first-choice applications and acceptances to Nipissing, and the significant progress that has been made towards reducing the deficit are welcome developments that should be positively acknowledged.

### Understanding the challenge

The Environment Scan which comprised the first stage of the SEM project noted that Nipissing's location, history and context were important elements of its identity, impacting both on the kinds of students who were attracted to it and on its ability to attract applications and grow enrolments.

As a relatively small institution, situated in North Bay in Northern Ontario, Nipissing's location is at once an advantage and a disadvantage. The campus itself is seen by students as friendly and intimate, the quality of campus life and the learning environment are positively regarded, and the beautiful surroundings and outdoor opportunities are attractive to many. The University's small size and small-town feel, however, are not for everyone, and the relatively limited range of programs on offer, and faculty to teach them, encourages some students to look elsewhere.

Nonetheless, as the Environment Scan showed, Nipissing holds its own when it comes to its immediate competitors, both in terms of the quality of students it attracts, as measured by high school grade point average, and in terms of the proportion of first-choice applications it receives

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<sup>1</sup> Proposals to increase overall enrolments through international recruitment are the subject of a separate project.

and its conversion rates. First-choice applications and acceptances, moreover, have significantly improved in the past two years.

Less positively, growth in enrolment in some fields has been largely offset by decreases in others, so that in recent years net under-graduate enrolment has tended to remain relatively constant. Hopefully, however, the recent up-tick in applications and acceptances will translate into positive enrolment growth overall.

Still, increasing enrolments off the current base will require significant effort, especially as resources, and the opportunities available to the University to innovate or diversify, are constrained by financial and other factors. Meanwhile, government-imposed changes to the structure and funding of Nipissing's Education programs have had a wider enrolment and financial impact on the University, not least on the Faculty of Arts and Science.

Despite these challenges the University, as has been noted, has made significant progress towards reducing the deficit: a projected operating deficit of just under \$12m in 2014/15 has come in at under \$8m, and the forecast for 2015/16 is in the region of \$5m.<sup>2</sup>

Increasing enrolments from around 4300 to 5300 should have a further, positive impact. To do so, however, the growth in enrolments will need to be carefully targeted towards controlling or reducing costs and maximising income. *Strategic* enrolment growth, accordingly, is the primary focus of this document.

### The SEM process

The Strategic Enrolment Management exercise embarked upon by Nipissing University comprised of three phases.

The first phase, as noted above, centred on a scan of the environment. Conducted over three months in 2014, the Environment Scan located the University in the wider setting of its history, context and competitors, considered student perceptions, and provided a detailed overview of key trends in applications, enrolments, and student attrition and graduation rates. The implications for enrolment of student financial aid, demographic trends and trends in the labour market, and of opportunities for international recruitment were also considered.

One of the more significant findings to emerge from the environment scan was that the apparent stagnation in total enrolments, at around 4300 FTEs, masked a significant shift in recent years in the *pattern* of enrolments, away from Education and Nipissing's traditional strengths in Arts and Science, towards more professional, applied and inter-disciplinary programs, distance and part-time learning, and college transfers. The implications of these trends, it was suggested, for future enrolment – and, by extension, for marketing, recruitment and program innovation – warranted careful consideration by University planners and by faculty.

The second phase of the SEM project drew on data from the Environment Scan<sup>3</sup> and an analysis of relative delivery costs, augmented by in-depth interviews with Deans, Department Chairs,

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<sup>2</sup> Personal communication, Jamie Graham

faculty and senior administrators, to develop five linked but distinct enrolment scenarios. Through these scenarios, the impacts on the University's bottom line of increasing domestic and international enrolments, improved retention, and optimization of faculty teaching loads and credits delivered per FTE faculty member, could be modeled.

The phase two report concluded,

If there is one clear take-away from the ... analysis, it is that there is no single solution capable of meeting the challenge; rather, a blend of strategies will be needed. In this regard, strategies to optimize enrolment and improve retention, and to expand the recruitment of international students, are not a substitute for other measures that Nipissing may need to take in order to reduce expenditures and increase revenues.

On balance, and setting aside the question of potential cost savings, an overall increase in enrolments, directed towards areas where there is either strong demand or spare capacity, combined with a steady increase in credit hours delivered by faculty, and increased international enrolment, would seem to offer the greatest potential for meeting the university's financial requirements.

These scenarios, and their potential for helping to reduce the budget deficit, were presented by HESA's President, Alex Usher, to a Strategic Enrolment Management workshop of the Deans and the Vice-President Academic, in December.

The outcome of the December workshop was agreement on a balanced strategy of enrolment growth, program optimization, and improved retention. On the basis of these agreements, follow-up interviews with the Deans and the Associate Vice President, Academic took place in February 2015, to explore the possibilities for growth and optimization in more detail.

Section Two of this report summarises the enrolment strategy and goals as agreed in December.

Section Three draws on the work undertaken to date to develop the strategy further, through the lenses of Students, Faculty, Programs, Marketing and Recruitment, and Infrastructure and Support Services. Attention is also given to the issue of the Muskoka campus.

The final section of the report outlines an implementation plan and strategy.

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<sup>3</sup> Including analysis of additional retention data provided by the University.

## II. Enrolment Goals

The University has set itself a goal of 1000 new enrolments over the period 2016 – 2020, split more or less evenly between domestic and international students.

In practice this will mean admitting in the order of an additional 300 students per year, on average, allowing for average program duration, time to completion, and adjustments for transfers and retention. As noted in the Introduction, this enrolment growth will need to be managed in order to reduce the impacts on faculty and infrastructure and defer costs where possible. A possible phasing of managed growth over an initial three-year period is outlined in the implementation plan.

Although not strictly an enrolment issue, to meet its deficit reduction targets the University also will need to improve the efficiency with which its programs are delivered.

Improving retention, the scenarios have shown, will have only a modest impact on the University's overall enrolment and finances, but is nonetheless an important institutional objective.

The enrolment goals and strategies identified by Nipissing can be summarised as follows (Table 1):

**Table 1: Summary of core strategies chosen by Nipissing University**

Strategy	Institutional prioritization status	Potential strategic impact
An increase in the number of traditional students on campus	Pursued aggressively, totalling an enrolment recovery of at least 500-600 students	High
An increase in the number of international students on campus	Pursued aggressively, with a long-term enrolment goal of 400-500 students	High
An increase in 'delivery optimization', or the average number of credits delivered per faculty member	Pursued aggressively via a 'balanced' strategy.	High
An increase in overall retention rates	Continued support with moderate improvements.	Modest

Suggested strategies for achieving these goals are explored below, in Section 3 of this report.

### III. SEM Strategies

Strategic Enrolment Management, as HESA noted in its initial proposal, is not only about income, it is about the University's *vision*: 'how it sees itself as an institution in the years to come.'

The theme of what kind of university Nipissing *is*, and what kind of University it wants, or needs to *become*, was a refrain heard constantly throughout HESA's engagement with the institution, in meetings and interviews with both administrators and faculty.

As the SEM literature makes clear, what kind of University Nipissing *is* bears directly, also, on the kinds of students who will be attracted to it, and the kinds of students that the University will want to target in its marketing and recruitment effort. Institutional 'fit', in this sense, runs in both directions, between institution and student.

Discussion of the *particular* strategies available to the University is prefaced, accordingly, in the next section, by a brief discussion of institutional mission, vision and purpose.

The early literature on enrolment management proposed the notion of an 'enrolment funnel,' focused on the processes of marketing and recruitment through which potential students are 'delivered' to and enrolled at the institution. Later, more complex models are conceived of as an enrolment 'pyramid,' in which recruitment and enrolment are seen as only the initial stages of a process that includes student retention and student satisfaction, graduation, and an ongoing relationship with alumni. Enrolment management plans frequently are constructed either directly or implicitly with these models in mind.

Traditional enrolment management strategies and tactics will, undoubtedly, be part of the 'solution,' as Nipissing looks to enrolment growth as a key means of addressing the diminishing but still quite substantial financial deficit. As the Phase 2 scenarios showed, however, enrolment growth on its own is unlikely to be sufficient; reducing the deficit will require also a focus on efficiency, primarily through program innovation and an increase in the average number of credits delivered by each faculty member.

Changes such as those proposed in this document – increased enrolments, both domestic and international, together with innovative programming and increased teaching loads and class sizes – will require careful management. The imperatives of change and innovation will need to be balanced against those of maintaining institutional – and achieving financial – stability.

Rather than an enrolment 'funnel' or 'pyramid' therefore, the strategy outlined in this document is represented as resting upon five 'pillars,' each of which is critical to achieving the goal of financial as well as institutional sustainability. The five pillars are:

- Students
- Faculty
- Programs
- Marketing and Recruitment
- Infrastructure and Support Systems

Filtered through the prism of the enrolment scenarios discussed earlier, and enriched by faculty interviews and site visits, the elements of a suggested strategic framework emerge, characterised broadly in this document as ‘growth, innovation, and efficiency.’

The future of the Muskoka campus is also discussed before attention turns, in the final section of this report, to questions of planning and implementation.

## The University’s Mission and Vision

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*‘We need to stop thinking about our Departments and think about what is good for the University.’<sup>4</sup>*

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Phase Two of the SEM project began by taking note of the University’s Mission and Vision, Strategic Plan, and Strategic Mandate Agreement, before turning to a discussion of current institutional realities and enrolment scenarios. Implicit in the analysis was a recognition that the current institutional mission and vision do not offer much by way of firm direction or guidance, beyond a focus on ‘learners in the North’ and the development of ‘caring, creative, critical thinkers’<sup>5</sup> – a concern that was highlighted in interviews with Deans and faculty.

The University’s Strategic Plan, 2010-2015, and Strategic Mandate Agreement, 2014-2017, on the other hand, offered some more practical pointers, identifying for example the potential to introduce new degree and certificate programs, opportunities for the expansion of flexible learning and distance education, and increased recruitment of mature and returning students, first generation learners, First Nation and Aboriginal students and others.

These suggestions, however, were not necessarily linked to a wider discussion of the University’s mission, purpose, or vision: the result, it could be argued, was a list of possible actions and activities, divorced from a broader, strategic sense of direction.

Interviews with faculty members, Department Chairs, Deans and senior administrators, on the other hand, revealed an intense interest in and concern with the University’s mission, identity and future direction, with both convergent and divergent themes emerging (Table 2).

**Table 2: Summary of branding and image concepts**

Branding and image concepts	Comments
Nipissing University is a ‘northern gateway’	The notion of Nipissing as a ‘northern gateway’ speaks to the idea that the University, as part of its mission and identity, has a particular role to play in meeting the educational and developmental needs of the North, both in terms of communities (Aboriginal

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<sup>4</sup> Faculty interviewee.

<sup>5</sup> Nipissing University Academic Calendar, 2013-2014



	<p>and First Nation, for example) and the economy (for example mining, road building, development of Native reserves). It is possible to see a 'Northern gateway' connection with many of the programs offered by the University; the attraction of this image or branding of the University to prospective students, or to business and community stakeholders, may be limited however, except perhaps where particular programs (Geology for instance) might include a specifically Northern focus.</p>
<p><b>Nipissing University is located close to Toronto</b></p>	<p>The notion that Nipissing is 'only three hours from Toronto' was put forward as a counter to the perception that the University's location is extremely remote. 'Selling' the University as close to Toronto seems an unrealistic proposition, however; students who wish to be in the GTA area have many other, and closer options. It would make more sense, it is suggested, to focus on the <i>advantages</i> of Nipissing's location – as the current marketing strategy does in fact do – while pointing out that the University is not as distant from Toronto as students and parents might think.</p>
<p><b>Natural beauty</b></p>	<p>The natural beauty and attractiveness of Nipissing's surroundings is a feature of the University's current marketing strategy, with proven appeal to the kinds of students who choose Nipissing over other universities, and should be maintained.</p>
<p><b>Research prestige</b></p>	<p>The University boasts some excellent researchers, but research excellence is not necessarily a primary concern of most potential applicants to Nipissing's undergraduate programs. Nipissing is not in a position where it can realistically promote itself as a 'research university.'</p>
<p><b>Community engagement and service</b></p>	<p>This aspect of the University's identity was mentioned by a large number of community members. Community engagement and service resonates with a broad range of programs at Nipissing, both applied and academic; along with teaching and research, service is generally seen as a core function of the modern university.</p>
<p><b>A nurturing environment and personalized student experience</b></p>	<p>The learning environment that Nipissing provides is a strong element of its institutional identity and reputation: the small class sizes, close contact between students and faculty, and quality of student life are an established part of the University's appeal to the kinds of students who choose to enrol there, and a justifiably important element of the University's messaging and branding. In addition to its</p>

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attractiveness to Canadian students who desire a more nurturing and personalized university experience, this aspect of Nipissing's 'brand' may also be attractive to some prospective international students.

**Applied and career-outcomes oriented**

The notion of Nipissing as a University increasingly oriented towards applied and professional studies, preparing students for the world of work and their future careers, was advocated by some respondents. In addition to their intrinsic value, it was believed that such programs, with their focus on employability, would have a particular appeal for parents as well as for students.

As discussed below, however, this view of the University was not universally supported, and some members of faculty saw a tension, if not perhaps a conflict, between the academic mission of the University and the importance attached to applied and professional education.

A further perspective on these issues is offered by those who argued that the University should place a greater emphasis on the offering of inter-disciplinary, multi-disciplinary and inter-professional studies: in part, this was seen as a necessary response to the challenges facing smaller departments and departments with declining enrolments, and in part as an opportunity to better prepare students for a range of career and work possibilities.

As outlined below, the arguments for expanding inter-disciplinary and inter-professional programs, as well as college transfer and joint programs with other institutions, are persuasive. Nonetheless, it is suggested that the core message and brand identity should centre on the University's role as a comprehensive regional institution offering quality education in response to the needs of its students, its community, and the labour market.

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Judging by these interviews, it seems fair to say that the University's traditional strengths in teaching and research, in the areas of education, the social sciences and humanities, are widely recognized by members of the Nipissing community. Similarly, the student-centred, friendly 'vibe' on campus, the quality of student life, and the beauty and attractiveness of the natural surroundings, are recognized as part of 'the Nipissing advantage.'

Areas of enrolment growth and innovation, in the Faculty of Applied and Professional Studies particularly, but also in regard to increased inter-departmental and cross-Faculty collaboration, and the development of joint, inter-disciplinary and inter-professional programs, were also positively noted.

At the same time, some tension could be perceived between the traditional Education, and Arts and Science, focus of the University, and the rapid growth in recent years of Applied and Professional Studies, college transfer programs, and part-time and distance education.

This, it could be argued, extended beyond the 'normal' competition for students and resources to a more basic concern about the evolution and future direction of the University – in other words, a concern about institutional mission, identity, and strategy, not to mention the University's academic values and culture.

In more practical terms, concerns such as these pointed to some disagreement, or at least uncertainty, as to how, and where, the university should grow. Growth in traditional areas of strength – the humanities, social sciences, education – was contrasted, as the Phase Two SEM report put it, with

... the themes of a regionally-focused, undergraduate university, with strengths in applied, professional, inter-professional and inter-disciplinary studies....

Complicating these questions, moreover, was

... a fairly frank recognition that not all departments are operating optimally: Deans, in particular, cited examples of departments that were trying to do too much, whose programs were poorly designed or unduly faculty-intensive, or which were failing, for some reason, to attract students.

Choosing *where* to grow, therefore, is both a practical question and a question of institutional mission, vision, purpose and strategy.

From a practical perspective, the University's options are limited in important respects by its location, by its predominantly undergraduate character, by the composition of its faculty and by its current mix of applied, professional and academic programs. The University's options are further constrained, it goes without saying, by its financial difficulties.

Not all programs and Departments, moreover, are positioned for growth; and, while some have room to expand without additional resources, growth in others will require investment. Larger first-year classes, increased teaching loads, and growing international enrolments will impact on faculty, on teaching and learning, on the University's infrastructure including residences and student support services and, to some extent, on the character of the institution.

At the same time, as a 'regional' institution based in Northern Ontario, the University will continue to be challenged to meet local and regional needs, not only in its traditional academic areas of strength, but in applied and professional studies and through the provision of flexible learning pathways and open learning opportunities.

A considered expansion of inter-disciplinary and inter-professional programs, moreover, may be helpful, not least in giving renewed purpose and relevance to smaller departments and departments with declining enrolments, while enabling the University to ‘change the conversation,’ from ‘what can I do with an Arts degree’ to ‘how will my program prepare me for a career.’

The University, in other words, is unlikely to have the luxury of being able to choose between a ‘liberal education’ or applied and professional mission and identity: it is, and will most probably remain for the foreseeable future, a small, regional, *comprehensive* institution characterised, ideally, both by its academic quality and reputation and by its responsiveness to student demand and the needs of its surrounding communities and the labour market.

Rather than see itself as ‘divided,’ therefore, by its traditional academic *versus* its applied and professional program offerings, or by its traditional, full time and residential *versus* its part-time and distance student populations, the University, it is suggested, might more positively see itself as *united and distinguished by* a uniquely responsive and relevant *comprehensive* curriculum, a welcoming and supportive learning environment, and a flexible program and delivery model geared to the needs of the students and communities that it serves.

Stability and continuity, combined with enrolment growth, innovation and efficiency, are on the analysis above of equal importance to the University’s future. Without efficiency gains and program innovation the University cannot expect to grow, or remain financially sustainable; without continuity and stability, growth and innovation may prove unsustainable. Growth, innovation and efficiency together are the core elements of the enrolment management strategy outlined in this document.

While the primary focus of this report is on enrolment management, it is worth making the point, therefore, that stability *through* growth, innovation and efficiency is the most promising and most plausible path towards financial and institutional sustainability for Nipissing University.

By this we mean:

- maintaining the student-centred, small-university campus climate and culture, and the positive learning environment
- maintaining the academic values and culture of the academy
- building on the University’s traditional strengths in the humanities, social sciences and education
- building on the University’s positive profile and track record in applied and professional studies
- experimenting *with the balance between* applied, professional, part-time and distance education, and the University’s traditional offerings in Arts and Science, and Education
- embracing the opportunity to serve students, communities, and employers, through relevant, flexible, high quality and innovative programming
- exploring new inter-disciplinary, inter-professional and collaborative program offerings, across departments and disciplines, and across Faculties
- pursuing a balanced strategy of enrolment growth, program innovation, and efficiency

As the University moves forward, creating a shared sense of challenge and opportunity, and securing faculty and staff cooperation and buy-in to an SEM strategy which is centred on enrolment growth, program innovation and efficiency will be essential; these, in turn, will require inclusive leadership, principled engagement, and ongoing, open communication.

Stability through growth, innovation and efficiency, it has been suggested, rests on five pillars:

- Students
- Faculty
- Programs
- Marketing and Recruitment
- Infrastructure and Support Services

It is to these that we now turn.

## Students

The University has agreed that the enrolment strategy will target an additional 1000 students over the next five years, or about 300 per annum, allowing for transfer, attrition and other factors. It is expected that half of these will be domestic, and half international. As outlined in the implementation plan, growth will need to be managed, so as not to place undue strain on faculty and infrastructure, and to manage costs.

Attention will also be focused on improving retention.

The following enrolment strategies are focused on students:

- Increased enrolment of domestic students
- Increased enrolment of international students
- Improving retention
- Enhancing the student experience
- Targeted deployment of student financial aid

### Strategy 1: Increased enrolment of domestic students

Growth in domestic enrolments will require targeted efforts to identify and respond to recent trends in applications and registrations.<sup>6</sup> There has been a marked change, for instance, in the pattern of registrations, with declines in Arts and Science largely offset by growing enrolments in Applied and Professional Studies. This is discussed below, in the section on Programs.

Along with changes in enrolment patterns, the profile of Nipissing's students has also been changing: direct entry registrations, for instance, declined over the period 2009 – 2013, while non-direct entry registrations rose (Table 3), along with the proportion of part-time students.

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<sup>6</sup> See Environment Scan and SEM Phase 2 reports.

**Table 3, Direct entry and non-direct entry applicants and registrants, 2009 – 2013**

Year	Direct-Entry Undergraduate		Non-Direct Entry Undergraduate	
	Applicants	Registrants	Applicants	Registrants
<b>2009</b>	3385	847	1431	593
<b>2010</b>	3431	857	1649	672
<b>2011</b>	3109	796	1666	809
<b>2012</b>	3156	781	1889	837
<b>2013</b>	3065	763	1985	712

Source: application data provided by Nipissing University, author's calculations

If the student profile is changing, applications and enrolment trends suggest nonetheless that most students continue to be drawn from Nipissing's traditional catchment areas, primarily in Northern and South Eastern Ontario (Table 4).

**Table 4, Undergraduate non-direct-entry applicant statistics by region, 2009-2013 grouped**

Census division	Applicants	Admitted	Registered	Yield rate
<b>Nipissing</b>	1130	961	724	75%
<b>Peel</b>	686	439	194	44%
<b>Outside Ontario</b>	553	274	128	47%
<b>Toronto</b>	444	251	113	45%
<b>Ottawa</b>	358	247	124	50%
<b>Simcoe</b>	357	265	151	57%
<b>Halton</b>	300	214	113	53%
<b>York</b>	236	157	67	43%
<b>Parry Sound</b>	203	162	110	68%
<b>Durham</b>	185	126	59	47%
<b>Middlesex</b>	181	140	90	64%
<b>Muskoka</b>	173	148	101	68%
<b>Waterloo</b>	162	85	36	42%

Source: application data provided by Nipissing University, author's calculations

Note: this table excludes 1735 applicants with missing data; excludes consecutive bachelor of education applicants

However, a slightly different perspective is provided by applications data from Northern and Eastern Ontario, which suggests that Nipissing's share of applications from these two regions is actually quite small, relative to its competitors, and declining: Nipissing in 2013 received only 4% of the approximately 4600 direct entry students from Northern and Eastern Ontario municipalities (other than Ottawa) in 2013, down from 6% in 2008. Its share of non-direct entry students from these areas was also down, from between 12% and 16% in previous years to 7% in 2013.

Against this background, and the more detailed analysis in the Environment Scan, it is suggested that recruitment of domestic students should focus on the following:

- Targeting students for whom Nipissing University is a 'natural' choice, who are at risk of going elsewhere. This means targeting effectively direct entry students who have the desired grade point average, are from Nipissing's traditional catchment areas, are interested in attending a smaller school, and whose program preferences align with the University's offerings.
- Targeting non-direct entry, mature and continuing education students, including college transfers, for whom Nipissing's applied and professional programs and combination of full- and part-time study and distance education offer meaningful pathways for progression.
- Opportunities for growth in First Nation and Aboriginal enrolments. While significant growth in enrolments amongst this group is unlikely, targeted opportunities may exist in specific program areas, linked to community and regional development needs.

### **Strategy 2: Increased enrolment of international students**

The University has set itself a goal of increasing international enrolments by up to 500 over the next five years. The enrolment scenarios outlined in the Phase Two report showed that international recruitment could make a meaningful financial contribution to the University's bottom line; this needs to be balanced, however, by an appreciation of the associated risks and costs.

The break-even point, it was estimated, was in the region of 200 students; below this level, the University would be likely to lose rather than make money on an internationalisation strategy.

The University will need to give careful consideration in its international recruitment strategy to the countries in which it chooses to recruit, bearing in mind not only recruitment costs and political and other risks, but issues related to language proficiency and fields of study: enrolment data from the United States (Table 2) suggests, for instance, that the demand for programs in fields such as Engineering, which Nipissing does not currently offer, is considerably higher than for programs in education, the humanities and social sciences – Nipissing's traditional areas of strength. The most likely opportunities for Nipissing, it would seem, are in the areas of Business and Management.

Options for internationalisation will be explored in more detail in a separate Report.

**Table 5: International student enrolments at U.S. institutions, by broad field of study, all tertiary levels**

FIELD	2008/09	2009/10	2010/11	2011/12	2012/13	CAGR	AAC	STDEV
<b>Agriculture</b>	8,961	10,317	9,888	9,750	10,463	4.0%	375.5	704.7
<b>Business and Management</b>	138,565	145,514	155,769	166,733	178,984	6.6%	10,104.8	1,957.4
<b>Education</b>	18,120	18,299	16,933	17,200	17,011	-1.6%	-277.3	651.5
<b>Engineering</b>	118,980	127,441	135,592	141,285	154,186	6.7%	8,801.5	2,598.5
<b>Fine and Applied Arts</b>	34,854	35,801	37,237	41,710	45,850	7.1%	2,749.0	1,571.5
<b>Health Professions</b>	35,064	32,111	32,526	29,535	31,222	-2.9%	-960.5	2,061.2
<b>Humanities</b>	19,179	17,985	16,263	16,294	17,121	-2.8%	-514.5	1,002.1
<b>Intensive English Language</b>	19,898	22,315	32,306	38,887	39,990	19.1%	5,023.0	3,509.5
<b>Math and Computer Science</b>	56,367	60,780	64,588	71,364	77,560	8.3%	5,298.3	1,224.2
<b>Other Fields of Study</b>	73,011	76,743	75,459	77,252	79,876	2.3%	1,716.3	1,863.8
<b>Physical and Life Sciences</b>	61,699	61,285	63,471	66,007	69,152	2.9%	1,863.3	1,358.8
<b>Social Sciences</b>	57,348	59,865	63,347	66,163	73,274	6.3%	3,981.5	1,840.3
<b>Undeclared</b>	20,944	18,707	19,898	22,315	24,955	4.5%	1,002.8	1,950.1

Source: Institution for International Education, 2014

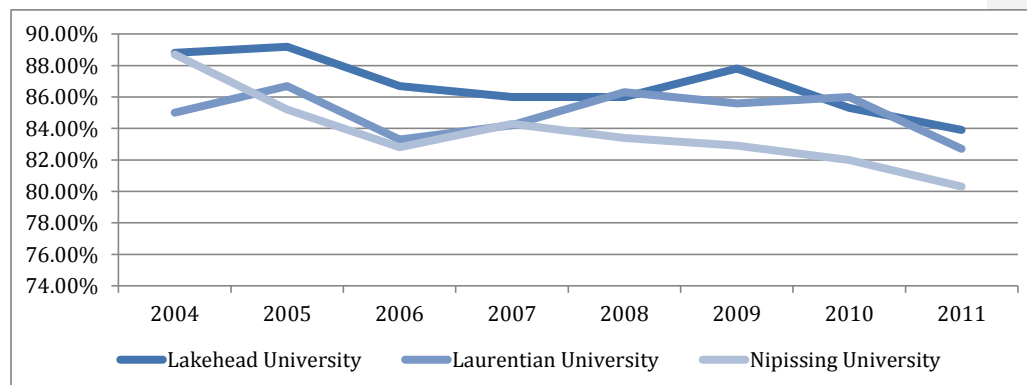
### Strategy 3: Improving retention

The Phase Two SEM report showed that improving retention would have only a modest impact on revenues and therefore on the University's bottom line. Over and above the financial impact, however, the University sees improving retention as an important objective in its own right, from the standpoint both of student satisfaction and institutional reputation.

The Environment Scan and Phase Two analysis showed that, broadly speaking, retention rates at Nipissing are lower than that at comparator institutions (Figure 1).



Figure 1: Year 1 to Year 2 retention rates, first-year, first-time, full-time undergraduates. Nipissing and comparator universities, 2004 - 2011



Comment [GF1]: Can we use colours that distinguish more clearly between institutions?

Source: CUDO

This finding appears to contradict a fairly widespread assumption on the part of faculty that retention is not a significant area of concern. Monitoring retention, and raising awareness of retention as an issue requiring the attention of faculty and student support staff, might therefore be an important first step towards the development of a more effective retention strategy. Research into *why* retention at Nipissing has declined would also seem to be important.<sup>7</sup>

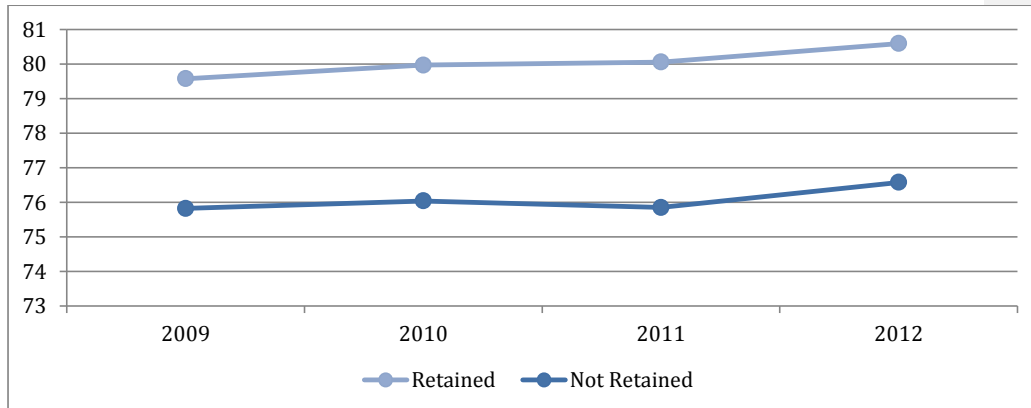
Disaggregation of the retention data points to four areas of concern, in particular. The first relates to entering students' grade point average; the second, to mature students; and the third and fourth, to Aboriginal students and non-native English speakers, respectively.

Figure 2 shows that the mean high school average of entering students who remained enrolled at the University was roughly 4% higher than the grade point average (GPA) of those who left - a statistically significant difference in all years and overall at  $p = 0.005$ .

Whether students with lower than average GPAs should be considered 'at risk' is a complex and possibly controversial question; it would be useful, nonetheless, to ensure that the GPA of all entering students is captured within the University's early warning system, and for the University to investigate further the possible relationships between GPA scores, retention, and student success.

<sup>7</sup> One suggestion that has been made is that declining retention could be related to Nipissing's emphasis on access, and to growth in enrolments. This hypothesis requires further investigation however; the retention data cited above covers an earlier period (2004-11), whereas the data on which the current analysis is based refers primarily to the period 2009-2013. During this more recent period, direct entry enrolments declined rather than grew; the GPA of new, first year, full time undergraduate students, on the other hand, was higher than at Trent or Lakehead Universities, although below that of some other comparators. (For further data, see Environment Scan).

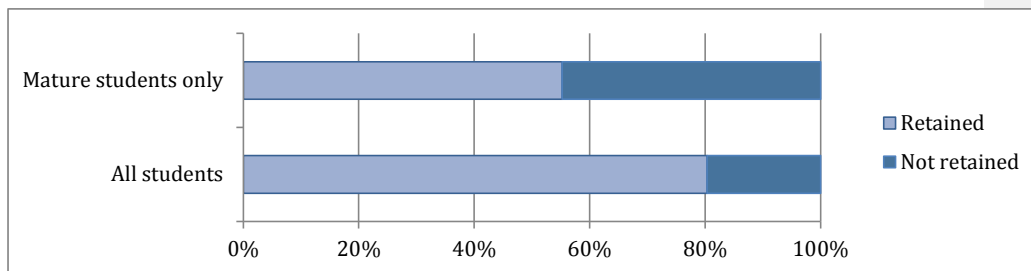
Figure 2: Mean high school average of retained and not-retained students



Data Source:

Consistent with Canada-wide and United States data, retention rates for mature students at Nipissing are below the institutional average – where just over 80% of all students persist in their studies, fewer than 60% of mature learners do so (Figure 3).

Figure 3: Year-1 to year-2 retention, mature vs. all students (2009-2012)

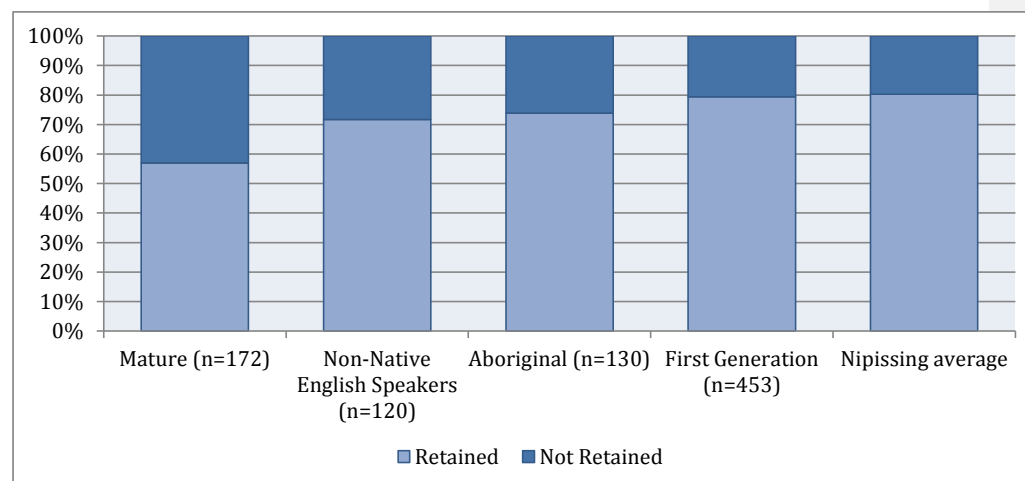


Mature students are a far from homogeneous group, and the reasons for their lower retention rates are likely to be varied – ranging from academic performance through to personal, family, financial or work factors.

Nonetheless, as a significant component of current enrolment, and a potential target for enrolment growth, understanding what steps the University could take to improve its retention of mature students should be an important element of its enrolment strategy.

After mature learners, Aboriginal students and non-native English speakers have the lowest retention rates at Nipissing – 6% and 8%, respectively, below the University average (Figure 4).

**Figure 4: Average retention rates of mature, non-native English speaking, aboriginal, and first generation students**



The two groups are in many respects of course not comparable, nor are they homogenous. A targeted and differentiated set of strategies may therefore be needed to address the needs and improve retention amongst non-native English speakers and Aboriginal students.

Strategies to improve retention at Nipissing should focus both on overall retention rates and on improving retention amongst groups that the data suggests require specific attention. Key elements of such a strategy would include the following:

- Establish retention as a key performance indicator to be monitored by Deans and senior administrators
- Increase faculty and student support staff awareness of the need to improve retention
- Include entering students' grade point average in the University's early warning system
- Investigate the possible relationships between grade point average, enrolment patterns, student retention and student success, with an eye to possible actions or interventions
- Develop an evidence-based action plan to improve retention amongst mature learners
- Develop an evidence-based action plan to improve retention amongst non-native English speakers
- Develop an evidence-based action plan to improve retention of Aboriginal students

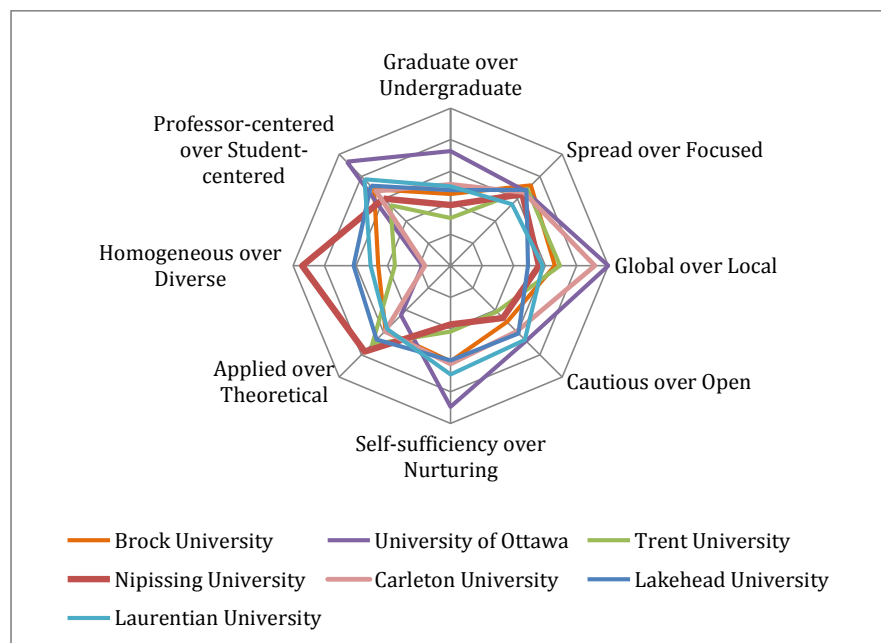
**Strategy 4: Enhancing the student experience**

The University's 'I belong at Nipissing' marketing campaign rests squarely on the quality of the experience that Nipissing offers to prospective students. The key elements of this are a safe and nurturing learning environment, as reflected in a smaller university, small class sizes, and easy interaction between students and faculty, and the quality of student life, including the residence

‘experience,’ sporting and cultural activities, beautiful surroundings, and ample opportunities for students to ‘get involved.’

Student perceptions support this portrayal of the University: compared with some of its competitors, Nipissing is seen by students (Figure 5) as more homogeneous and locally oriented, more student-centred, and more nurturing.

**Figure 5: Comparing institutional perceptions (Nipissing and Ontario institutions**



For those students for whom Nipissing currently offers a good ‘fit,’ the key question to be asked is whether, and how, the quality of the student experience could be further enhanced.

The question with respect to ‘new’ target markets, including international students and students for whom Nipissing would appear to be an ‘obvious’ choice, but who choose to go elsewhere,<sup>8</sup> is rather more difficult: how could the learning environment and student experience be enhanced, in order to broaden the University’s appeal to students outside its traditional demographic and catchment areas?

There is a balance to be struck here between maintaining the kind of learning environment and student experience that Nipissing’s ‘traditional’ intake values, and ensuring at the same time that the University is able to offer the kind of experience that new groups of students, including international students, are likely to expect.

<sup>8</sup> See also the discussion on student financial aid, where a similar issue arises.

A strategic review of the learning environment and student experience that Nipissing offers should focus, therefore, on two related but distinct questions:

- How can the learning environment and student experience that Nipissing offers its existing student intakes be maintained and enhanced
- What changes need to be made to provide a learning environment and student experience that will appeal to new target audiences, including students from Nipissing's traditional catchment areas who otherwise might choose to go elsewhere, international students, and others.

Based on the findings of the review, a systematic strategy and process should be implemented, to improve the student experience for both traditional and new or potential student intakes.

Needless to say, these changes and improvements, once identified, should be actively communicated and promoted through the University's marketing strategy and as part of its institutional identity and branding (see Strategy 12).

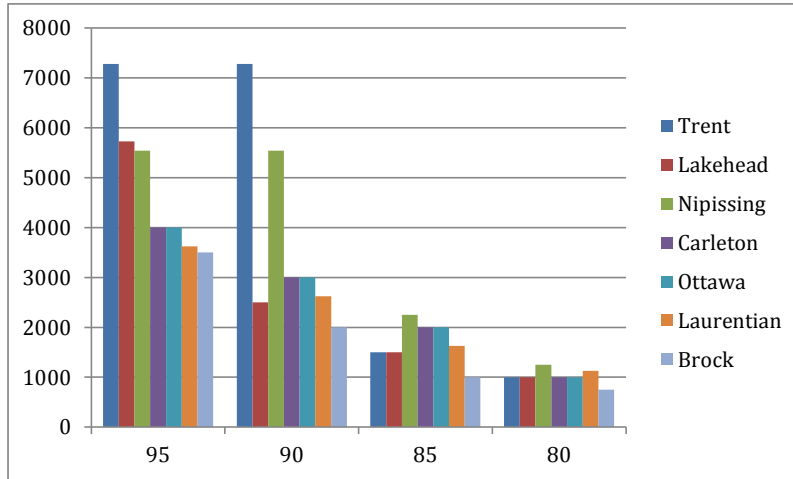
#### **Strategy 5: Targeted student financial aid**

Like other universities in Ontario, Nipissing University provides most of its financial assistance to students in the form of 'automatic' academic awards; that is, it provides guaranteed awards to entering students based on their Grade 12 results. These awards start at a grade point average of 80% and go up in steps thereafter.

Figure 5 shows that Nipissing's awards, for students with GPAs of between 80 and 90 per cent, are relatively generous; \$1250 at the 80% level, compared with around \$1000 at other institutions, rising to \$2250 at the 85% mark, as compared with \$2000 or \$1500 elsewhere. Above the 90% level, only Lakehead and Trent are more generous, and Nipissing remains more competitive than all other comparators, excepting Trent, at 90%.

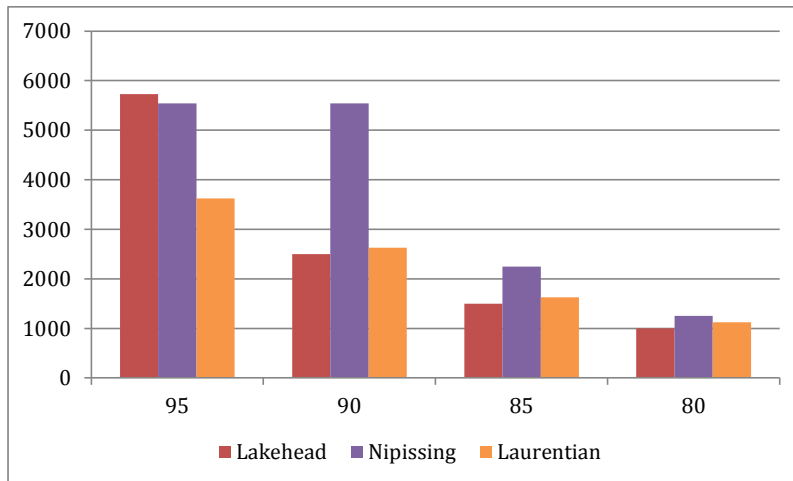
Measured against its regional competitors, Lakehead and Laurentian, Nipissing's comparative generosity, especially at the higher GPA levels of 90% upwards, is even more noticeable (Figure 7).

Figure 6: Guaranteed financial aid, total amounts, by grade average, 2013-14.



Source: Institutional web sites<sup>9</sup>

Figure 7: Guaranteed financial aid, total amounts, by grade average, 2013-14



Source: Institutional websites

<sup>9</sup> Note: Brock's entrance scholarship cutoffs differ from those of the other institutions examined; Brock offers a \$2000/year renewable scholarship for entrance averages between 90% and 92% and a \$3500/year renewable scholarship for entrance averages above 93%.

Whether differences such as these in entrance awards are a deciding factor in students' choice of institution is not immediately obvious, however. As the Environment Scan noted,

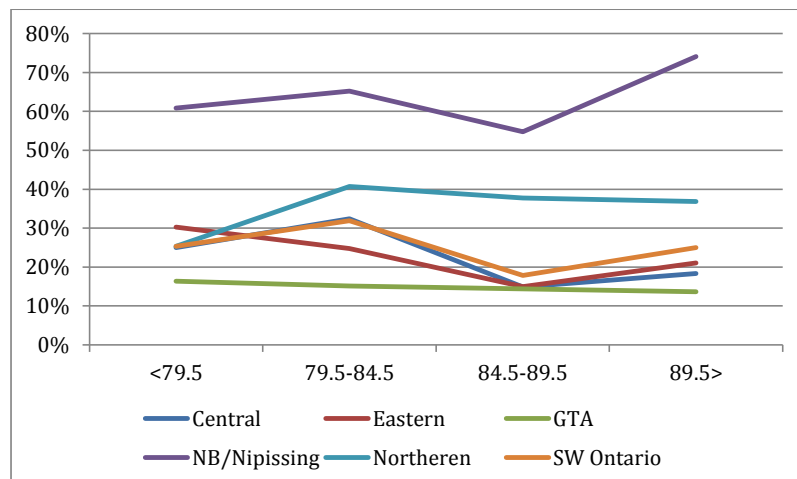
Given that most students live at home and attend an institution within commuting distance of their parents, a small amount of extra money is unlikely to be sufficient to induce them to spend several thousand extra dollars in order to leave home and attend a different school. Extra scholarship money is only likely to make a difference where a) a student has decided to stay at home and has multiple options within commuting distance or b) a student has definitely decided to leave home but has yet to decide between two places. It also needs to be acknowledged that below about a 90% average – that is, for over 80% of new students - there is rarely more than \$500 difference between Ontario institutions, thus leaving little in the way for any one institution to gain competitive advantage over other institutions.

Despite these *caveats*, the Environment Scan continued,

We can to some extent examine how financial aid helps Nipissing University attract students. Yield rates below 80% may be thought of as a “pure” enrolment rate, unaffected by financial aid. Normally, this curve should be downward-sloping; as students' grades rise, they have more options and so yield rates should fall. However, at the threshold of 80% there is a kind of discontinuity: below this, students receive no money, above this they do. Any “bump” in the downward slope can therefore be interpreted as a pure effect of the financial intervention.

Figure 8 shows the yield rates in 2013 for Nipissing University, by high school average and region. At the 80% threshold, where students go from receiving \$0 to receiving \$1200, the yield rises in the Central and North Bay/ Nipissing regions (the two areas that can be considered as “home territory” for Nipissing”), the Northern region, where a large number of people need to leave home to attend post-secondary education, and South West Ontario. Elsewhere, the trend continues downward from 79% (where no money is delivered) to 90% (where \$5500 is the norm).

Figure 8: Yield rates from direct-entry students by region and Grade 12 average, 2013



Comment [GF2]: Correct spelling of 'Northern' in legend

Source: application data provided by Nipissing University, author's calculations

The absolute numbers of students receiving awards at Nipissing<sup>10</sup> are not especially large, but nonetheless significant in relation to the target figure of about 300 additional domestic enrolments per annum: 200 students with aggregates of between 80% and 85%, at \$1250; 99 with aggregates from 85% and 90%, receiving \$2250; and 53 with averages higher than 90%, receiving \$5541 each.

It would appear from these numbers that Nipissing may be more successful in attracting students at the 80% - 85% level, with awards that are somewhat higher than its competitors, than at the 85% and higher levels, notwithstanding the substantially larger amounts that are awarded to such students. As the Environment Scan noted, some 'rejigging of scholarship values and thresholds' might therefore be warranted.

The Phase 2 analysis drew attention, also, to the recent expansion of the Schulich Scholarship in Education, as well as to the comparatively generous automatic awards offered by the University, suggesting that high-value but non-renewable financial aid offered to first-year students might potentially be linked to the University's relatively poor year-one to year-two retention rate (see Fig. 1) with students choosing to leave the institution after first year either because financial aid is no longer available, or on account of their poor academic standing, or through some combination of these and possibly other factors.

The impacts of student financial aid on both enrolment *and* retention might therefore need to be considered.

The suggested elements of a targeted student financial aid strategy, accordingly, are as follows:

- Test the effects on enrolment of increasing award amounts at the 80% - 85% level

<sup>10</sup> 2013 figures



- Investigate the relationship between financial aid policies and amounts and retention, in particular year-one to year-two transition, to assess whether changes are needed.

## Faculty

The key strategies adopted by the University to address the budget shortfall are increased enrolments, discussed above, program innovation, and the more efficient delivery of programs, discussed in more detail below.

Each of these strategies calls for creativity and collaboration in program design and delivery, and each implies new opportunities as well as new demands on faculty.

Faculty have a vital role to play, also, in improving student retention, and enhancing the student experience.

The practical implications of increasing enrolments, in particular, along with measures to deliver programs more efficiently, will need to be systematically and transparently addressed, and Faculties, as a critical locus of academic governance, will need to be given the information and tools they require in order to achieve the results that are needed.

The Enrolment Management Strategy as it relates to faculty accordingly should aim to:

- Encourage a shared academic vision
- Strengthen the Faculty role in student recruitment
- Strengthen the Faculty role in improving retention
- Support Faculties with the information and tools they require to deliver the results that are needed

### Strategy 6: Encourage a shared academic vision

Rather than see itself as 'divided' by its traditional academic as opposed to its applied and professional program offerings, or by its traditional, full time and residential *versus* its part-time and distance student populations, the University, it has been suggested, might more positively see itself as *united* by a uniquely responsive and relevant *comprehensive* curriculum, and a flexible delivery model geared to the needs of the students and communities that it serves.

A shared vision needs to be grounded, however, in an appreciation of financial realities and of the role that enrolment growth, program innovation and increased efficiency must play in putting the University's finances on a more sustainable footing. Faculty interviews revealed a number of misconceptions in this regard. There was limited appreciation, for instance, of the wide differences across programs and departments in net costs per student, and the length of time that a student was enrolled at the University was not always considered in estimating revenues. The perception that enrolment growth was automatically 'a good thing,' with little or no consideration of costs or income, was symptomatic.

The need for greater efficiency in program delivery, as a complementary strategy to enrolment growth and program innovation, will also need to be carefully explained, motivated and

justified. In some cases, larger first- and second-year classes may have to be accepted as the price for maintaining smaller advanced programs, and resource sharing and collaboration across programs and departments will have to be actively encouraged in order to reduce duplication and overlap whilst promoting innovation and attracting new students.

Change is difficult, and can be perceived as threatening, not only to the *status quo* but to cherished beliefs about the values and nature of the academy. Along with the need for change and innovation, therefore, it will be important for institutional leaders to reinforce the academic values and traditions of the University; continuity, and stability, are no less essential to the future of the institution. Indeed, as this report argues, institutional and financial stability are the reverse side of the change and innovation coin: not simply opposite, but inter-dependent.

Encouraging a shared academic vision, accordingly, will need to include a focus on the following elements:

- A common sense of identity and shared vision of Nipissing as a comprehensive, regional university serving its students and its communities
- A shared understanding of the financial and enrolment challenges facing the institution, along with a more engaged appreciation by faculty of how these are linked, and will need to be reflected in their programming

As was proposed earlier, building faculty-wide commitment to the institutional agenda of stability through growth and innovation should include, *inter alia*:

- maintaining the student-centred, small-university campus climate and culture
- maintaining the academic values and culture of the academy
- building on the University's traditional strengths in the humanities, social sciences and education
- building on the University's positive profile and track record in applied and professional studies
- experimenting *with the balance between* applied, professional, part-time and distance education, and the University's traditional offerings in Arts and Science, and Education
- embracing the opportunity to serve students, communities, and employers, through relevant, flexible, high quality and innovative programming
- exploring new inter-disciplinary, inter-professional and collaborative program offerings, across departments and disciplines, and across Faculties
- pursuing a balanced strategy of enrolment growth and optimization, discussed below
- creating a 'virtuous circle' of program innovation, academic and institutional stability, and financial sustainability

### Strategy 7: Strengthen the Faculty role in student recruitment<sup>11</sup>

The primary responsibility for recruitment and enrolment lies with the Office of Integrated Marketing and Communications and the Registrar's office. The role of faculty, on the other hand, is more limited, focused largely on the annual recruitment fair, school and campus visits and informal communications. Faculty are also asked to make personal calls to applicants, a tactic which appears to have paid dividends.

There are at least two practical respects in which the role of faculty in recruitment could usefully be strengthened. The first relates to the way in which the institution and its Faculties, departments and programs are branded and marketed, and the second, to the front-line role that faculty play at recruitment fairs, in the hosting of campus visits and school visits, and related activities.

From a faculty perspective, the issues of marketing and branding seem to manifest in two main ways: first, a concern, widely expressed in faculty interviews, that the *academic* mission and reputation of the University are given less emphasis, in the marketing and branding of the institution, than the attractions of its student life and physical surroundings; conversely, that little attempt is made to highlight the reputation and academic achievements of its faculty and departments as a draw-card for students.

Regarding their front-line role, faculty interviews highlighted two areas that seem to require attention.

The first relates to the training and support that faculty receive, and the consistency and effectiveness with which they are able to represent their departments and the University.

Interviewees suggested that these vary considerably: while some faculty members are effective institutional and departmental ambassadors, others may be less so. HESA's proprietary research into student decision-making has highlighted the significance of the role that faculty play as the public 'face' of their institutions and of their departments and disciplines: where faculty 'get it right' in their engagement with potential students the effect is often very positive; where they 'get it wrong,' the effect can be disastrous. Selecting faculty who are passionate, informed and effective advocates, and ensuring that they are properly prepared and supported in their front-line roles, is therefore important. Monitoring the effectiveness of outreach activities through systematic feedback from students will also be helpful.

The second issue relates to the earlier discussion regarding the place of faculty and the academic enterprise in the University's overall marketing and branding. Concern here centres on a perceived tension between the marketing of Nipissing as an institution, and the marketing of individual departments and programs. Clearer guidelines, and a more explicit balance in messaging, between promoting and informing students about the University, and affording faculty the opportunity to promote their own departments and programs, would be helpful.

A strategy to strengthen the role of faculty in recruitment, it is suggested, should include the following:

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<sup>11</sup> The role of faculty in international recruitment is addressed separately, in the report on internationalization.

- a campaign to ensure that faculty better understand and appreciate the importance of recruitment to the university's goals of enrolment growth and financial stabilisation, and the vital role that they play in this
- involvement of faculty in identifying and highlighting the academic strengths and achievements of the University
- involvement of faculty in identifying and highlighting the University's strengths in preparing students for their future careers and employment
- providing scope and encouragement for faculty to promote their own departments and programs, within a framework of clear policy guidelines on the overall marketing and branding of the University
- effective training and support for faculty in their front-line roles as ambassadors for the university, their departments and disciplines
- use of student evaluations to assess the impacts and effectiveness of recruitment fairs, school visits and campus tours.

#### **Strategy 8: Set Faculty retention targets**

It was noted earlier that the University's Year 1 to Year 2 retention rate, for first-year, first-time, full-time students, was lower than that of its comparators and declining; interviews with faculty on the other hand suggested a lack of awareness and, perhaps, a degree of complacency about retention as an issue. Two measures are proposed therefore, to improve retention:

- Establish retention as a key performance indicator to be monitored by Deans and the Vice President Academic
- Set retention targets for each Faculty

The measures proposed here should be seen in conjunction with the wider set of measures outlined above, in Strategy 3.

#### **Strategy 9: Give Faculties and Deans the information and tools they need**

Faculties, as an important locus of academic authority, have a vital role to play in supporting and facilitating the University's enrolment management strategy, in a way that maintains trust and collegiality whilst ensuring that enrolment growth and efficiency goals are met and innovation is encouraged. Faculty can either be obstacles to or partners in this endeavour; it will be important that institutional leaders, including Deans and Department Chairs, work together to ensure the latter.

Faculties will need to decide how to accommodate and respond to increasing enrolments, of international as well as domestic students, and to student intakes which are increasingly diverse: non-direct entry and mature students, immigrant and Aboriginal students, and part-time and distance education students are likely to be an increasing part of the student 'mix,' demanding innovative responses in teaching and curriculum as well as in student advising and support.

Enrolment growth and the need for greater efficiency in program delivery are likely to challenge traditional approaches and assumptions; at the same time, they provide an opportunity for experimentation and innovation. Many interviewees spoke positively about the need for new and innovative programming, including the development of inter-professional and inter-disciplinary programs; the number and range of recent initiatives in this direction should be seen as a positive indication of faculty's willingness and capacity to innovate.<sup>12</sup>

The most challenging part of the agenda outlined above will be to achieve the efficiency gains that are needed if the University is to achieve a significant reduction in the budget deficit: no-one likes larger classes and increased teaching loads. Negotiating such changes will be difficult, especially if the Deans lack meaningful information on enrolment trends and the true costs of program delivery, or if their authority and flexibility with respect to budgets and appointments is unduly limited.

In short, if Faculties, under the leadership of the Deans, are to drive an agenda of program innovation and increasing efficiency, and at the same time respond creatively to enrolment growth and an increasingly diverse student intake, including international students, they will need to be given the tools, authority and support they require to do so.

The key elements of a strategy to empower the Deans and Faculties to drive an agenda of growth, innovation and efficiency are as follows:

- Information; in particular information on program costs, retention, and applications and enrolments
- Advice and assistance in *interpreting and using data* to inform planning and policy decisions
- Sufficient authority over budgets and appointments
- Accountability for results, through the monitoring of Key Performance Indicators (KPIs)

While Deans, it is suggested, have a central role to play, it will be important to ensure that they are appropriately supported, and important also to ensure that initiatives at the Faculty level are aligned with the overall strategy and objectives of the University.

It might be useful, accordingly, if the Senate Enrolment Planning Committee were to be re-activated; alternatively, the role of the Senate Planning and Priorities Committee could be expanded to include oversight and coordination of the University's enrolment strategy and related Faculty initiatives.

In the longer run, as Faculty management becomes more experienced and builds capacity, the University could consider whether moving towards a more decentralized model of governance and administration might be warranted.

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<sup>12</sup> Programs are discussed more fully in the next section, below.

## Programs

To ensure institutional and financial sustainability, it has been suggested, the SEM strategy should be focused on three key elements: enrolment growth,<sup>13</sup> program innovation, and increasing efficiency in the delivery of programs.

Data from the Program Prioritization exercise shows that enrolment trends over the five year period 2009 – 2013 vary significantly across programmes and departments: from a growth of 20% or more in Child and Family Studies, Criminal Justice, Nursing, and Physical and Health Education, for instance, to declines of as much as 13% in the case of Religions and Cultural Studies, 15% in Computer Science, and 29% in Digital Studies.

The mean number of credits delivered per FTE faculty member likewise varies significantly: from as many as 204, in the case of Physical and Health Education to as few as 48 in Computer Science and a little under 15 in Arts and Cultural Studies. Net costs per credit vary also, as might be expected: some departments show a net contribution per credit of \$500 or more, while others show a net cost to the institution upwards of \$500, ranging as high as \$5800.

Some of these differentials reflect disciplinary differences: Fine Art, for instance, is inherently costly, given the need for small classes and individual supervision. Looked at in total, however, the Program Prioritization data, read alongside the data and analysis from the SEM planning process, raises important questions as where future growth in enrolments should be concentrated, how revenues can be maximized, where the need or potential for innovative programming – including inter-departmental and inter-disciplinary or inter-professional programs, partnerships and transfer agreements – might exist, and where efficiencies should be sought.<sup>14</sup>

Each of these is discussed in turn in the sections that follow.

### Strategy 10: Targeted growth

As has been noted, to meet the target of 1000 additional students<sup>15</sup> over the next five years enrolments will need to increase by around 300 students annually.

The discussion that follows addresses the question of *where* – in which programs and departments - the anticipated growth in enrolments might realistically be accommodated.

The two key factors impacting on this are student demand, as reflected in applications and enrolments, and the capacity of departments, where credits delivered per FTE faculty can be seen as a proxy for the over- or under-utilization of faculty. Capacity is also related to the size of departments, insofar as departments with larger numbers of faculty members are likely to have

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<sup>13</sup> While Strategies 1 and 2 focus on how many and ‘who’ to recruit (domestic, international etc.) this section focuses on ‘where’ – i.e. into which programs – increased enrolments should be directed.

<sup>14</sup> While the data is important in considering these issues, so too are experience and judgement, along with a grasp of institutional history and context. Deans and faculty members have important insights to share about the quality and relevance of the programs on offer, the efficiency and effectiveness with which programs are, or could be delivered, and the capacity of different departments to expand their intakes.

<sup>15</sup> Domestic and international.

more options available for accommodating increased enrolments than small departments with only one or two faculty members.

A further, significant consideration is the cap on enrolments in Education. Growth, given this constraint, will of necessity be concentrated in the Faculties of Arts and Science, and Applied and Professional Studies.

Enrolments in the Faculty of Arts and Science, however, have declined in recent years, in part because of the effect on teaching subjects of the cap in Education and in part, perhaps, as a result of changing public perceptions regarding the value of an Arts education and declining enrolments in the liberal arts more generally.

This has contradictory effects: lower demand and enrolment means, at the same time, that a number of Arts programs have under-utilised capacity, and have the potential to grow, provided they can find the students.

The opposite applies with respect to the Faculty of Applied and Professional Studies, where growth in demand for Business and Accounting, Criminal Justice and Nursing, in particular, raises a question as to how much additional growth is feasible, or desirable, in the absence of additional resources.

Analysis of applications trends (Table 6) reveals fairly wide variations in demand across Faculties and departments. It is important here to look both at the five year trend, measured as a percentage, and at the actual numbers of applicants: in the Faculty of Arts and Science, for instance, applications to Economics increased by almost 15%, but the actual numbers are miniscule, and no applications were received for 2010 and 2011.

In both absolute and percentage terms, growth in applications has been most significant in the areas of Business and Commerce, Criminal Justice, and Nursing. The fall-off in applications, on the other hand, amongst the larger departments, has been most clearly evident in Education, Physical and Health Education, English Studies, Geography, History, Psychology and Sociology. The majority of these, it might be noted, are education or education-related programs.

**Table 6: Application counts and trends by department**

Unit/Department Name	2009	2010	2011	2012	2013	CAGR
All education programs	1018	1062	1037	978	756	-5.8%
Arts and Culture (Bachelor of Arts) <sup>16</sup>	2	2	3	2	3	8.4%
Bachelor of Business Administration (CPP)					1	n/a
Bachelor of Business Administration (North Bay)	78	80	94	81	90	2.9%
Bachelor of Commerce (CPP)	75	72	150	136	178	18.9%
Bachelor of Commerce (Distance)	42	42	62	56	43	0.5%

<sup>16</sup> Applications data in this case does not reflect total demand for this major, insofar as actual – as opposed to intended – major will not be finalised before the end of the first year of study. This applies to all students who apply to study towards a BA or B.Sc., and thus to all majors (other than Criminal Justice) under the BA/B.Sc umbrella.

Bachelor of Commerce (North Bay)	34	13	15	10	7	-27.1%
Bachelor of Physical and Health Education	102	90	86	82	81	-21%
Biology (Bachelor of Science)	53	41	50	52	58	1.8%
Child and Family Studies (Bachelor of Arts, single degree)	39	49	38	41	30	-5.1%
Classical Studies (Bachelor of Arts)	6	8	12	3	5	-3.6%
Computer Science (Bachelor of Arts and Bachelor of Science)	6	7	6	4	6	0.0%
Criminal Justice (Bachelor of Arts)	46	66	75	74	77	10.9%
Economics (Bachelor of Arts)	2			1	4	14.9%
English Studies (Bachelor of Arts)	81	45	37	33	28	-23.3%
Fine Arts (BA - Art History, Visual Studies)	4	4	1		1	-24.2%
Fine Arts (BFA - Studio)	12	28	32	16	20	13.6%
Gender Studies (Bachelor of Arts)	2	5	6	7	5	25.7%
Geography (Bachelor of Arts)	34	34	24	22	15	-18.5%
History (Bachelor of Arts)	53	49	47	37	35	-9.9%
Mathematics (Bachelor of Arts and Bachelor of Science)	12	19	12	13	10	-4.5%
Nursing (Bachelor of Science in Nursing)	87	186	223	321	239	28.7%
Philosophy (Bachelor of Arts)	11	5	5	5	5	-17.9%
Political Science (Bachelor of Arts)	9	9	10	5	6	-9.6%
Psychology (Bachelor of Science)	93	82	83	69	79	-4.0%
Religions and Cultural Studies (Bachelor of Arts)	5	2	6	1	1	-33.1%
Social Welfare Studies (Bachelor of Arts)	1	1	1	2	14	93.4%
Sociology (Bachelor of Arts)	61	77	48	60	30	-16.3%

Enrolment trends, over the five years from 2009 – 2013 (Table 7) show a similar pattern; comparison with applications, however, is suggestive of some underlying shifts that could be important.

This can be seen, for instance, in Physical and Health Education, where significant enrolment growth of 30% over the five year period contrasts with a decline in applications, suggesting perhaps that demand for the program may have peaked, or is stabilising.

Business and Commerce, Criminal Justice and Nursing, on the other hand, have seen a rise in enrolments that closely mirrors the increase in applications. Demand for and enrolments in Biology appear to be stable; enrolments in Mathematics have also remained stable despite the small number and percentage decline in applications.

English, Geography, History, Psychology and Sociology, are amongst the large departments which have seen a decline in enrolment; amongst the smaller departments, the most concerning declines appear to be in languages (Spanish and French), Political Science, and Religions and Cultural Studies.



**Table 7: Yearly enrolments and 5-year enrolment trend by department**

Unit/Department Name	2009	2010	2011	2012	2013	5-year trend
<b>Biology</b>	195.1	189.3	200.9	203.3	211.7	2%
<b>Business - Accounting</b>		70.3	83.9	112.5	110.6	16%
<b>Business - Administration</b>	222.7	155.5	174.6	203.6	212.3	-1%
<b>Business - Marketing</b>	53.0	58.2	70.1	60.0	67.0	6%
<b>Business - Org. Studies</b>	-	68.7	66.9	80.1	91.1	10%
<b>Business - TMGT</b>	21.1	29.6	28.0	33.4	34.2	13%
<b>Criminal Justice</b>	60.1	76.5	85.6	112.6	133.6	22%
<b>Education</b>	1,046.6	1,001.3	985.4	1,016.2	955.6	-2%
<b>Education - Continuing Ed.</b>	59.7	100.2	119.2	101.2	100.4	14%
<b>Education - Consecutive Ed.</b>	827.0	726.8	708.1	719.7	648.9	-6%
<b>English</b>	272.4	242.0	219.1	180.3	176.0	-10%
<b>Geography and Geology</b>	243.4	247.5	248.3	244.7	215.7	-3%
<b>History</b>	219.0	208.7	194.5	176.3	147.7	-9%
<b>Mathematics</b>	114.8	119.8	119.7	134.6	125.0	2%
<b>Miscellaneous (all)<sup>17</sup></b>	106.1	86.1	102.1	99.8	134.2	6%
<b>Astronomy</b>	25.7	14.0	4.4	-	19.2	-7%
<b>Digital Humanities</b>	-	-	7.3	6.6	3.7	-29%
<b>Spanish</b>	30.5	21.0	18.8	13.4	18.7	-12%
<b>Exchange Programs</b>	-	-	9.4	8.1	10.9	8%
<b>French</b>	32.8	28.9	30.8	27.9	26.6	-5%
<b>Russian</b>	4.5	3.0	-	1.4	-	n/a
<b>University Studies</b>	12.6	19.2	31.4	25.1	33.5	28%
<b>Native Studies</b>	6.8	14.1	19.2	15.1	11.6	14%
<b>Nursing</b>	199.6	247.9	311.3	415.9	540.4	28%
<b>Physical and Health Education</b>	95.1	175.3	241.5	253.6	270.5	30%
<b>Philosophy</b>	51.5	59.5	65.0	43.7	52.0	0%
<b>Political Science</b>	34.4	39.4	48.9	38.8	27.6	-5%
<b>Psychology</b>	331.5	321.4	310.5	309.6	286.4	-4%
<b>Religions &amp; Cultural Studies</b>	92.5	91.5	78.3	62.1	52.7	-13%
<b>Sociology &amp; Anthropology</b>	298.1	264.1	299.7	268.8	273.3	-2%
<b>Social Welfare and Social Development</b>	55.4	54.5	60.0	55.5	52.9	-1%

Applications and enrolment trends offer a perspective on demand; the number of credits delivered per FTE faculty,<sup>18</sup> on the other hand, gives us a useful proxy for faculty utilization and efficiency (Table 8), as well as pointing to areas where ‘spare’ capacity might exist to increase enrolments without an increase in resources.

<sup>17</sup> Includes Astronomy, Digital Humanities, Spanish Exchange Programs, French, Russian, University Studies.

<sup>18</sup> From the Program Prioritization analysis.

**Table 8: Mean credits taught per faculty member by year and by department**

Unit/Department Name	2009	2010	2011	2012	2013	CAGR
Biology	130.33	164.72	151.58	153.13	155.00	4%
Business - Accounting		108.63	83.31	102.78	88.17	-7%
Business - Administration	107.14	95.06	94.39	99.58	98.07	-2%
Business - Marketing	119.37	144.10	126.32	111.74	106.83	-3%
Business - Org. Studies		94.50	90.42	96.96	93.81	0%
Business - TMGT	149.36	133.25	194.62	124.41	130.03	-3%
Chemistry	105.16	105.23	120.42	127.33	85.82	-5%
Child and Family Studies	77.30	94.08	105.42	110.40	119.61	12%
Classics	170.76	150.59	120.48	110.93	85.76	-16%
Computer Science	91.42	69.32	52.36	49.07	48.04	-15%
Criminal Justice	114.73	158.26	166.59	210.64	182.61	12%
Arts and Cultural Studies	39.64	23.52	34.06	32.68	14.83	-22%
Economics	110.90	105.02	105.47	112.10	112.78	0%
Education (All)	162.89	161.37	159.43	150.88	148.02	-2%
English	89.13	112.78	126.88	120.36	124.74	9%
Fine Arts and Visual Arts	75.45	85.56	76.38	78.40	87.29	4%
Gender Equality and Social Justice	115.30	133.41	145.18	110.63	107.30	-2%
Geography and Geology	167.17	169.68	165.14	170.72	163.24	-1%
History	133.84	136.17	133.54	122.98	103.91	-6%
Mathematics	117.66	113.40	135.96	122.40	120.35	1%
Miscellaneous <sup>19</sup>				75.67	74.28	-2%
Native Studies	68.38	87.89	82.31	143.43	92.26	8%
Nursing	58.65	45.43	48.10	74.54	87.33	10%
Physical and Health Education	144.71	220.03	210.85	195.48	204.35	9%
Philosophy	103.23	126.59	105.47	112.10	112.78	2%
Political Science	97.20	94.58	119.59	93.94	90.25	-2%
Psychology	175.17	177.34	164.20	174.41	164.14	-2%
Religions and Cultural Studies	194.54	177.47	211.19	230.26	138.67	-8%
Sociology and Anthropology	164.61	191.07	200.68	191.20	191.35	4%
Social Welfare and Social Development	120.86	123.79	133.80	118.31	115.70	-1%

Taking the same departments as discussed above, we can see that enrolment growth in Physical and Health Education has been accompanied by a steady rise over the five years from 2009 – 2013 in the average credits delivered per FTE faculty: the 2013 average of 204<sup>20</sup> credits per FTE faculty is the highest in the University, suggesting that the Department is working at full capacity and could be over-stretched.

The second highest number of credits delivered, 191 in 2013, is in Sociology and Anthropology, indicating that notwithstanding a modest drop in enrolments, the teaching intensity of the department's faculty has remained high. Geography and Geology, likewise, delivered a

<sup>19</sup> Includes Astronomy, Digital Humanities, Spanish Exchange Programs, French, Russian, University Studies.

<sup>20</sup> Numbers rounded.

comparatively large number of credits, an average of 163 in 2013, despite a drop in enrolments, while Criminal Justice, by way of contrast, has seen increases in credit delivery that clearly are linked to enrolment growth.

Overall, the ‘top’ one-third of departments delivered upwards of 122 credits per FTE faculty member. At the other end of the scale, amongst the larger departments, several averaged under 100 credits delivered – Accounting, for instance, delivered 88 on average per FTE faculty member, Business Administration delivered 98, Business Organizational Studies 94, and Nursing, 87. Small departments, in general, struggled to deliver more than 100 credits per FTE faculty member.

Some of these divergences reflect disciplinary differences, some may reflect limited or falling student demand; it would be a mistake to draw hard conclusions without further analysis. Nonetheless, departments which fall in the middle and bottom terciles – in other words, where the average number of credits delivered per FTE faculty is below 122 – should be considered as at least *prima facie* candidates for efficiency improvements.

This does not make all such departments candidates for enrolment growth, however. Some smaller departments, as noted earlier, may have too few faculty to be able, on their own, to increase enrolments; their best options may lie – and in some cases already do lie – in service teaching for other departments, in joint program offerings, and in the delivery of inter-disciplinary and inter-professional programs. Some larger departments, on the other hand, may already be teaching at or near capacity, and have little or no scope for expansion without additional resources.

A simple illustration shows how constrained the University’s options may in fact be. Using an illustrative departmental enrolment of 50 and a mean credit delivery of 122 as the cut-offs, Table 9 combines enrolment data for 2013 with the mean credits taught by FTE faculty to identify areas that, on this analysis, might be considered as priorities for enrolment growth. Only eight departments, it turns out, meet these criteria.<sup>21</sup> Maintaining an enrolment cut-off of 50 or more, but raising the credit delivery requirement to, say, 160, expands this list by only two more departments: English, and Religions and Cultural Studies. In both of these cases, the five year enrolment trend is negative, however (-10% and -13%, respectively).

**Table 9: Areas of potential departmental growth**

Unit/Department Name	5 yr enrolment trend	2013 Enrol	2013 Credits
Business - Accounting	16%	110.6	88
Business - Administration	-1%	212.3	98
Business - Marketing	6%	67.0	106
Business - Org. Studies	10%	91.1	94
History	-9%	147.7	104
Mathematics	2%	125.0	120
Philosophy	0%	52.0	112

<sup>21</sup> Note that the table excludes Education, in view of the enrolment cap, and Nursing, where the lack of placement opportunities is a barrier to growth.

Social Welfare and Social Development	-1%	52.9	116
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Clearly, a once-off snapshot of departmental enrolment and teaching intensity is not a sufficient basis on which to make long-term enrolment planning decisions; at the same time, while demand for some programs, as measured by enrolments, has increased over the past five years in other cases it has fallen. Nonetheless, the exercise does help to make the point that not all departments currently are capable, on their own, of enrolment growth, at least at a significant scale.

This suggests that the University's strategy with respect to increasing enrolments needs to be nuanced and contextualised: while departments in general should be encouraged to grow, some should be encouraged to grow more than others.

Targeted enrolment growth, it is suggested, should be driven by:

- Establishing enrolment targets for each Faculty; these could be determined on a three- or five-year basis and reviewed annually
- Increasing enrolment especially in larger departments, where the number of credits delivered per FTE faculty member is below the 122 delivered by the top third of departments; enrolment growth in these cases should be achieved without an increase in faculty resources
- Targeted strategies to increase enrolment in programs that have the capacity to grow but where the enrolment trend has been negative
- Targeted recruitment of international students, aimed at increasing enrolments in departments and programs which have the capacity to grow

### Strategy 11: Program innovation

A strategy of targeted growth, as outlined above, will help to increase enrolments in some programs, but declining enrolments in others may not easily be reversed, and significant enrolment growth in many smaller programs and departments seems unlikely. The enrolment and financial challenges that this poses for the University will need to be addressed in part by increasing efficiency, as discussed in the next section, but there are also opportunities to increase both enrolments and efficiency through program innovation.

A promising approach to program innovation lies in the development of new, inter-disciplinary and inter-professional programs. Properly targeted, such programs could help in recruiting new groups of students, including older, mature students for whom professional development and career-oriented education are likely to be important. Inter-disciplinary and inter-professional programs could be helpful, too, in changing the conversation from, 'what can I do with a degree in History or English,' for example, to 'how will my degree help to prepare me for work and life in the future?'

Inter-disciplinary and inter-professional programs offer the further advantages that they do not require approval from the Ministry, they would be able to draw on existing faculty and

resources, and they would enable smaller departments and departments with declining enrolments to leverage their strengths and to remain productive and relevant.

Interviews with Deans, department chairs and faculty members showed that there is significant interest in the possibilities that inter-disciplinary and inter-professional programs might offer, and highlighted both some positive recent developments and further opportunities for innovation.

Amongst the ideas floated were the introduction of an MSc in Business Management, with offerings which could include, for example Health Management or Physical Education Management; the offering by the School of Education of inter-professional programs in teaching methods and research methodology; the development of a PPE (Politics, Philosophy & Economics) program with electives in, for example, Native Studies; and the offering of Fine Arts electives in Business and Marketing. The development of a common first-year programme, it was suggested, could also be considered as a longer-term initiative.

A second innovation strategy centres on the introduction of new programs, and, indeed, a new program in Social Work has recently been approved. Having said this, such a strategy faces a number of obvious constraints, amongst these the Ministry's program approval requirements, the need to avoid making new hires if possible, and costs. Student demand may also be an issue: the total number of direct and non-direct entry applications to Social Work, from Northern and Eastern Ontario, for instance, has hovered around the 100-120 mark since 2008.<sup>22</sup> Demand for Allied Health and pre-Health professions – another area of potential interest for Nipissing – also is quite limited, as Tables 10 and 11 show:

**Table 12: Direct entry applications, selected programs, North and Eastern Ontario, 2008-2013**

<b>Discipline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Engineering</b>	405	445	413	432	501	513
General First Year Engineering Programs	178	192	171	185	199	186
Chemical, Materials, Mining and Related						
Engineering	60	52	50	39	41	59
Civil Engineering	58	67	68	48	75	78
Computer and Software Engineering	19	20	21	24	28	35
Electrical Engineering	19	21	26	22	19	25
Industrial, Management and Interdisciplinary						
Engineering Programs and Engineering Physics	18	25	20	31	37	33
Mechanical and Applied Mechanical						
Engineering	53	68	57	83	102	97
<b>Social Work</b>	58	53	59	73	68	72
<b>Allied Health and pre-Health Professions</b>	66	66	62	42	47	35

<sup>22</sup> 102 in 2008, 95 in 2009, 110 in 2010, 123 in 2011, 145 in 2012, and 123 in 2013.

**Table 11: Non-direct entry applications, selected programs, North and Eastern Ontario, 2008-2013**

<b>Discipline</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Engineering</b>	53	49	44	40	33	39
General First Year Engineering Programs	19	24	11	20	8	13
Chemical, Materials, Mining and Related Engineering	14	13	9	4	4	2
Civil Engineering	4	2	11	6	5	7
Computer and Software Engineering	2	2	1	1	1	3
Electrical Engineering	1	4	5	4	2	8
Industrial, Management and Interdisciplinary Engineering Programs and Engineering Physics	5		1	2	4	
Mechanical and Applied Mechanical Engineering	8	4	6	3	9	6
<b>Social Work</b>	44	42	51	50	77	51
<b>Allied Health and pre-Health Professions</b>	4	5	14	8	4	3

It might however be feasible for Nipissing to consider offering some portion of an Engineering program,<sup>23</sup> given that around 500 direct-entry students from Northern and Eastern Ontario (excluding the greater Ottawa area) applied to study Engineering at other Ontario institutions in 2012 and 2013 – up from just over 400 applications in 2008.

Almost 200 of these students applied to Engineering programs which share a common first year,<sup>24</sup> suggesting there could be fairly substantial demand for 2+2 partnerships which allow students in Nipissing’s catchment areas to complete two years of Engineering requirements closer to home before completing their degree at another institution.

Indeed, the offering of joint degree programs – as in the case of the recently approved joint Masters degree in Applied Sociology with Laurentian University – offers a third pathway to program innovation.

A fourth innovation strategy lies in the development of transfer agreements and 2+2 partnerships with colleges and other institutions, already important in the Business and Criminal Justice fields, for instance, but capable of further development and expansion. Hossler and Bontrager (2015: loc 3973) observe in this regard that while the range of transfer arrangements and practices is enormous, ‘an emerging best practice focuses on creating institutional partnerships to support student mobility.’

At a basic level, such partnerships aim to support student transfer through course and program articulation; at a level up from this are

...co-admission programs (or dual enrollment), which may include shared services and guaranteed admission. These programs connect the student with the university early in

<sup>23</sup> The University has already expressed an interest in introducing Engineering.

<sup>24</sup> At Western, McMaster, and Queen’s Universities.

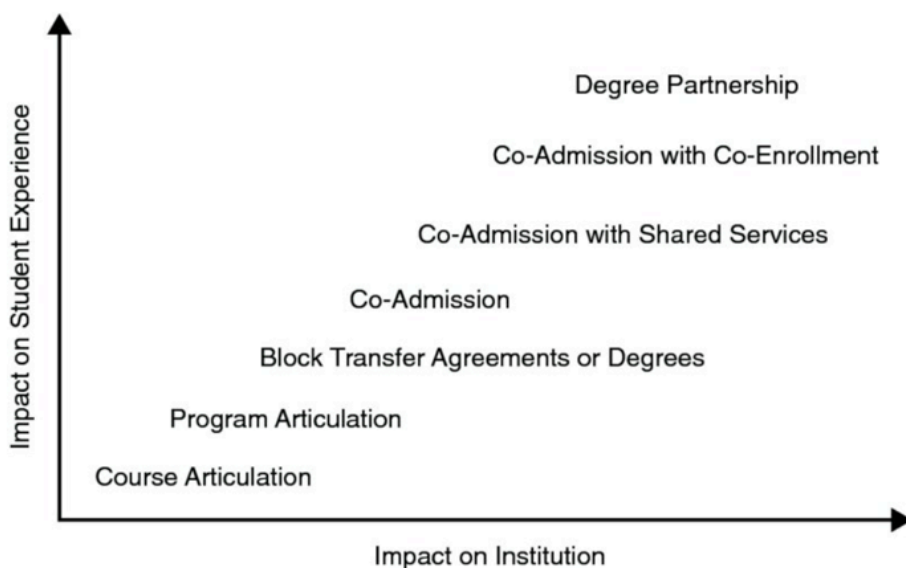
the transfer process, creating the opportunity for students to make pre-matriculation connections with advisers and, in turn, providing improved course planning.<sup>25</sup>

At a higher level still, college-university partnerships 'involve co-admission, co-enrollment, and even coordinated financial aid.' One such partnership, for instance, in addition to co-admission and co-enrollment,

...involves...acceptance of block transfer degrees, shared housing, buses, student programs, support services, and financial aid.

Figure 9 illustrates a range of two-year and four-year college partnerships.

Figure 1: Range of two- and four-year college partnerships<sup>26</sup>



Source: Adapted from Clemetsen (2009)

Over and above increasing enrolment through student transfer, these more comprehensive and integrated approaches foster student retention and student success. Nipissing, which already has a number of transfer and co-enrollment agreements with colleges in place, should take the lead in investigating how these arrangements could be deepened and replicated.

The key elements of a program innovation strategy, it is suggested accordingly, are as follows:

<sup>25</sup> Ibid., loc. 3986

<sup>26</sup> Ibid., loc 3982

- The development of inter-disciplinary and inter-professional programs
- The introduction of selected new programs and fields of study
- Joint programs with other universities
- The development and expansion of transfer programs with colleges

### Strategy 12: Efficient delivery of programs

The Phase 2 scenario analysis showed that reducing the budget deficit and ensuring financial sustainability would require more than a growth in enrolments; it would depend, at the same time, on efficiencies in program delivery.<sup>27</sup> A key concern, from this perspective, is the number of classes that are offered to small numbers of students, and the very significant differences between departments in the average number of credits delivered per FTE faculty member.<sup>28</sup> Net cost per student, and net cost per credit, likewise vary significantly.

The key elements of a strategy to improve the efficiency with which programs are delivered should centre, it is suggested on the following:

- Progressively raising the average number of credits per FTE faculty delivered by departments that fall in the bottom two terciles towards a more sustainable norm
- Monitoring at department and program level of net cost per credit and net cost per student
- A focused, Faculty-led effort to promote inter-departmental cooperation, with the express aim of increasing teaching efficiency by reducing duplication and pooling resources

### Marketing and Recruitment

Earlier discussion of the University's vision, mission and institutional identity highlighted a perceived tension between Nipissing's traditional focus on Arts, Science and Education and the more applied and occupationally directed focus offered by the Faculty of Applied and Professional Studies.

Faculty's concern that the University's marketing and branding tended to emphasize the attractiveness of the North Bay area and the quality of the student experience at the expense of its academic profile and strengths was also noted,<sup>29</sup> and some tension was observed between the marketing of the institution as a whole and the marketing of individual programs and departments.

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<sup>27</sup> In practice, efficiency will need to be achieved using a range of strategies, including for example combining first year classes to achieve larger class sizes, cross-teaching between departments, and the development or expansion of inter-disciplinary and inter-professional programming, discussed above. Innovation and collaboration, therefore – especially, though not only in the case of smaller departments and departments with declining enrolments – may be as critical to improving efficiency as growth in enrolments.

<sup>28</sup> See Table 6.

<sup>29</sup> Moreover, as was noted earlier (Strategy 4), the University will need to broaden its appeal to attract new domestic and international students from outside of its traditional catchment areas and demographics.



Having said this, the significant increase in applications to Nipissing over the past two years can probably be attributed in large measure to its marketing and recruitment strategies; what is suggested here is not the replacement of a strategy that appears to be working, but its closer alignment with the mission and vision of a comprehensive, regional university and with the SEM strategy.

In broad terms, the University's strategy is to focus on a growth in enrolments of international as well as domestic students; within this strategy, particular attention will need to be given to attracting local students and students from Nipissing's traditional catchment areas who might be at risk of choosing to go elsewhere, and to increasing enrolments in existing and new programs that have been targeted for expansion.

The University's enrolment strategy, accordingly, will need to be supported by a more targeted and granular marketing and recruitment strategy, which closely supports the strategies outlined in this document.

### Strategy 13: An SEM-driven Marketing and Recruitment strategy

If marketing and recruitment are to give effective support to the University's enrolment strategy, the enrolment strategy must drive marketing and recruitment. In place of a strategy focused largely on the attractions of the University's location and student life, the marketing and recruitment strategy, in other words, must directly address key elements of the enrolment strategy, beginning with a coherent and unifying statement of the University's vision, mission, and identity. As Hossler *et al.* (2015) put it,

The enrollment management organization needs the capacity to help guide and support institutional marketing strategy and tactics. Enrollment management has always employed marketing strategies as part of student recruitment, but increasingly, especially at institutions that are highly tuition-dependent, the overall marketing strategy has to be completely in sync with enrollment goals and objectives.... the institutional marketing strategy needs to be fully integrated with its core enrollment strategy and vice versa.<sup>30</sup>

Marketing and recruitment will need to create a new balance, also, between 'selling' the institution and the Nipissing 'brand,' and ensuring that prospective students are made aware of the academic strengths of the University's departments and programs and the effectiveness with which students are prepared for their future careers. Marketing and recruitment will need to be tailored, as well, to different target markets, in particular towards preserving and expanding Nipissing's traditional catchment areas in northern and south-eastern Ontario, and towards international recruitment.

This will entail, in turn, improved communication and consultation between Faculties and the marketing and recruitment functions, in order to ensure that marketing and recruitment are

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<sup>30</sup> Don Hossler, David H. Kalsbeek and Bob Bontrager, in Hossler, D., Bontrager, B. and Associates (2015) Handbook of Strategic Enrolment Management, Kindle Edition, Loc 1656

more effectively geared towards meeting specific enrolment targets. Effective profiling of the University's Departments and programs, and an enhanced role for faculty in the promotion of their programs, would also be helpful.

Ultimately, the effectiveness of Nipissing's marketing and recruitment strategies should be judged by results. Progress towards meeting the agreed enrolment targets should be monitored on an ongoing basis and regularly reviewed, and regular feedback should be given on the effectiveness of marketing and recruitment activities.

The key elements of an optimization-driven marketing and recruitment strategy should include the following:

- Development of a simple and compelling vision and mission statement, which is accepted and embraced by the university community, and which clearly defines Nipissing's role and identity as a comprehensive, regional university serving the needs of its community and the labour market
- Development of a targeted international marketing and recruitment strategy<sup>31</sup>
- Development of a targeted and tightly coordinated marketing and recruitment strategy to increase Nipissing's share of first choice applications in its primary student recruitment areas, and to turn these applications into registrations
- Targeted marketing and recruitment strategies to expand enrolments in program areas that have been targeted for growth
- Targeted marketing and recruitment strategies to support enrolment growth through college transfers, enrolment in joint programs and other collaborative and partnership agreements
- Assistance to and support for Faculties and Departments, to enable them to promote themselves and their programs more effectively, within the framework of the University's overall enrolment and marketing and recruitment strategy
- Monitoring and providing feedback on the effectiveness of marketing and recruitment activities
- Regular review, at Faculty and institutional level, of the extent to which enrolment goals are being met, of new opportunities, and of strategies needed to address any shortfalls.

## Infrastructure and Support

In general, no immediate physical or infrastructural constraints on the University's capacity to meet its enrolment targets were noted. Current enrolments are below previous highs, and many departments are operating well below their current capacity. Student residences have spare capacity, and student support services, given a relatively homogeneous student population, do not appear to be under significant pressure.

Having said this, some pressure points are likely to require attention, as enrolment increases:

- A shortage of large classroom spaces will pose timetabling constraints and may impact on plans to increase class sizes

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<sup>31</sup> Nipissing's internationalisation strategy is addressed in more detail in a separate project.

- Laboratory utilisation is constrained by safety and equipment requirements, such as a requirement for fume hoods
- The availability of suitable studio space impacts on the potential for enrolment growth in Fine Arts
- The limited number of clinical placements that are available locally impacts on the potential for enrolment growth in Nursing programs

Expansion of the University's Business and Criminal Justice programs, it was suggested during interviews with Faculty members, would benefit from having a more visible and prestigious 'point of presence.' Given the University's financial situation, however, this should probably be seen as an investment that could be more appropriately considered in the longer term.

The most significant *new* demands on the University's existing infrastructure and support systems relate to the proposed increase in international enrolments.

These will be addressed more fully in a separate study; for present purposes, two areas of concern, in particular, need to be highlighted:

- Space; and
- Student support services

Current residence facilities at Nipissing will not be able to accommodate the anticipated growth in international enrolments, without displacing domestic students; innovative solutions to this will need to be found. These could include partnership arrangements with third-party providers and homestay arrangements; each of these 'solutions' however will have contractual and managerial implications for the University.

Student support services, also, will need to be strengthened. Support staff may require professional development and, as international student numbers increase, additional support staff may need to be appointed, for example in the areas of language training and academic support.

Faculty, too, may require support in adapting their programmes and curricula, as well as teaching methods and cultural assumptions, to the demands of a changing and increasingly international student population.

To address the issues outlined above, two main strategies are proposed: the development of a space plan, and the strengthening of academic advising and student support services.

#### **Strategy 14: Develop a space plan for the university**

To accommodate the increased domestic and international enrolment envisaged in the University's enrolment strategy, the development of a comprehensive space plan should be given priority. Attention should be given in the plan to three issues in particular:

- Availability of large classroom spaces, for larger classes
- Availability of specialised facilities such as laboratories, IT and online learning facilities, open and group learning spaces for students, studio space, cultural and religious spaces

- Student accommodation, including accommodation for international students

### Strategy 15: Strengthen student support and academic advising

Student support services and academic advising have an important role to play in reducing attrition, improving retention, and increasing student graduation rates. As has been noted, particular attention should be given to supporting students who enter with lower grade point averages, non-native speakers including immigrant and international students, and Aboriginal, Metis and First Nations learners.

The demands of a significantly increased international student population, in particular, may require both ongoing professional development for academic advising and student support staff as well as an increased staff complement. Faculty may also require professional advice and support, in teaching and learning strategies, curriculum development and cultural issues.

To meet these needs, it is suggested, a comprehensive student support and academic advising strategy should be developed, aligned with the enrolment strategy of the University.

### A note on the Muskoka Campus<sup>32</sup>

The Muskoka Campus at Bracebridge poses a particular problem for the strategy of ‘stability through growth, innovation and efficiency,’ insofar as fairly significant resources are invested in maintaining a physical presence and infrastructure serving a very small student population. In part an ‘enrolment strategy’ problem, the Muskoka Campus also poses wider challenges for the University.

The primary users of the campus at present are the Faculty of Applied and Professional Studies, and Child and Family Studies; understandably perhaps, the interests of each and their views as to the possible future of the campus are different. In the opinion of several of those interviewed, the campus is a white elephant, which should simply be closed.

The options that have been floated to address the viability and future of the Muskoka campus include the following (Table 9):

**Table 9: Summary of proposed strategies for the Muskoka campus**

Strategy	Summary of assessment
<b>Expand offerings to take advantage of applied health demand in the region and the existing strengths of applied health at Bracebridge.</b>	The existing offering of applied health programming at this campus may present an opportunity. Medium-term format (1-2 years) professionally oriented programming is currently a leading category on this campus and it is reasonable to expect that further offerings, such as a social work program (if available), would be similarly successful. Applied health is also an area with strong connections to the institutional mission and to other

<sup>32</sup> It is understood that a decision has already been taken to close the Muskoka campus. The brief discussion here may nonetheless be helpful as the University considers the best way forward.

**Expand offerings in continuing education with a focus on short courses that appeal to a casual adult audience.**

programs on campus. As with all applied health programming that is dependent on community relationships for its success, developing health long-term relationships with key community partners will be important.

Existing interest in a number of courses along these lines has suggested that there is at least limited demand for casual adult programming.

Per-course fees for this programming needs to be assessed to ensure that fees are charges at a level that is correspondent with cost of offering courses (at present enrolment levels). The very short timeframe of attendance of these students and the cost to recruit should be taken into consideration in this review.

Annual demographic trends would also need to be considered. A substantial proportion of Muskoka’s adult population are residents for the summer months only – a schedule that may not align with the semester system. On the other hand, the increased summer population may also pose an opportunity to use a small number of resources that would otherwise be underused while enrollment at the main campus is reduced in summer months.

The assertion that there is a healthy market of older adults interested in taking classes at Bracebridge, at price levels that are sustainable needs market validation prior to introducing a strategy focusing on of this type.

**“Executive-style” programming**

A commonly encountered hypothesis was that the Muskoka Campus could host high-end, retreat-style course offerings (i.e., “executive” programming) that would capitalize on the reputation of the Muskokas as a vacation and relaxation destination.

This concept rests on the assumptions that Nipissing is capable of offering this programming at a competitive quality level, and that the Muskoka Campus would have an implicit level of draw competitive with that of other campuses where similar programming is offered. Given the campus atmosphere, relative age and appearance of the facilities, and the location in a relatively industrial part of Bracebridge, competitive draw would have to find its source in other attributes. Simply put, the quality of the campus and visual appeal is not competitive with other executive-style programming in the region. HESA did not find evidence of an alternative source of appeal

for this campus.

Nipissing does not currently offer this type of programming, and breaking into this market would pose a number of obstacles that would in turn increase the cost of entry. The largest of these are the publicity necessary to establish a reputation as a provider of this type of program, and the cost of a start-up period during which enrolment is likely to be low. HESA did not find evidence to support a business case for executive-style programming at the Muskoka Campus.

Whatever the outcome, it seems clear that a decision on the future of the Muskoka Campus is needed. None of the options presented to date, if submitted, are sufficient to justify the continuation of the University's presence in Muskoka.

Given stakeholder and faculty sensitivities, however, it might be appropriate to consider providing a further opportunity for proposals to be submitted and for consultation. Assessment of proposals, needless to say, should be based on a thorough and realistic analysis of their costs and benefits, while keeping in mind, also, the needs of the community and reputational issues.

Should no viable proposals be received, the University should proceed with the campus's closure.

## IV. Implementation Plan

The SEM strategy outlined in Section 3 of this report rests on five pillars:

- Students
- Faculty
- Programs
- Marketing and Recruitment
- Infrastructure and Support

The centrepiece of the SEM strategy is an increase in enrolment of around 1000 domestic and international students, over a period of five years. Program innovation, and improving the efficiency with which programs are delivered, are complementary strategies.

The steps that need to be taken to achieve these objectives are, for the most part, practical and incremental. The major exception to this is the University's intention to step up very significantly its recruitment of international students. Achieving this means not only recruiting students internationally, but accommodating and supporting them once they enrol at the University. Developing and implementing a focused and coherent internationalisation strategy will require dedicated leadership and coordination.

A key finding from the analysis and consultations that have informed this and the two previous SEM reports submitted by HESA is that the institutional constraints on enrolment growth are primarily human and organizational, not physical. Developing a shared vision, and improved coordination and collaboration, will be crucial if the University is to meet its enrolment – and, by extension, its financial - objectives.

The discussion that follows outlines an implementation strategy and plan driven by a vision of Nipissing as a comprehensive regional university and constructed on a foundation of enhanced coordination and collaboration across the institution.

### Institutional leadership and coordination

The implementation plan as outlined here is premised on strategic coherence, committed leadership, and effective coordination. At the apex of the SEM strategy, accordingly, are the VP Academic, and a coordinating committee of Senate.

<b>Goal:</b> Successful implementation of the University's SEM strategy
<b>Rationale and Assumptions</b> Successful implementation of the enrolment strategy depends on the following:

- A visible commitment to the strategy by the University's leaders
- High-level coordination of the overall strategy, including marketing and recruitment, targeted enrolment growth (including international recruitment), and infrastructure and support services
- Regular monitoring and review of progress
- The ability to intervene or change course where necessary

While day-to-day responsibility for the Strategy will fall to the Vice-President Academic and the Deans, in particular, overall guidance and coordination should be provided through an SEM committee of Senate.

<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	<p>Establish an SEM coordinating committee of Senate.<sup>33</sup></p> <p>Develop a written mandate for the committee, to include oversight and monitoring of all aspects of the SEM strategy and implementation plan.</p> <p>Review and approve proposals for an internationalisation strategy (see Strategy 2); establish a planning and coordination mechanism to guide and support international recruitment; advise on establishment of an office/director of international education.</p> <p>Identify Key Performance Indicators (KPIs) and targets and monitor progress against these.</p>	VP Academic; Senate
2	<p>Review overall progress</p> <p>Review progress on internationalisation</p> <p>Review and revise SEM plans and targets</p> <p>Review and revise internationalisation plans and targets</p> <p>Provide feedback and guidance to Faculties and administrative units</p>	VP Academic; Senate SEM committee
3	<p>Review overall progress</p> <p>Review progress on internationalisation</p> <p>Review and revise SEM plans and targets</p> <p>Review and revise internationalisation plans and targets</p> <p>Provide feedback and guidance to Faculties and administrative units</p>	VP Academic; Senate SEM committee

<sup>33</sup> For example, the Senate Enrolment Planning could be re-activated; alternatively, the role of the Senate Planning and Priorities Committee could be extended to include oversight of the SEM plan.



## Students

### Strategy 1: Increased enrolment of domestic students

<b>Goal:</b> Increase domestic enrolment by 500 students		
<p><b>Rationale and Assumptions</b></p> <p>Enrolment growth is central to Nipissing’s long-term financial sustainability and to addressing current financial challenges. Increased recruitment of domestic students is at the heart of this goal.</p> <p>Key assumptions underpinning the planned growth of domestic students are the following:</p> <ul style="list-style-type: none"> <li>• A primary target for enrolment is to increase Nipissing’s share of direct entry students from its traditional catchment areas, particularly in Northern and North-Eastern Ontario, who prefer to remain close to home and whose program preferences align with the University’s offerings, but who are at risk of enrolling elsewhere</li> <li>• There has been significant growth in non-direct entry enrolments, and there is further potential to expand enrolment of non-direct entry, mature and continuing education students, including college transfers</li> <li>• There are modest opportunities for targeted enrolment growth amongst First Nation and Aboriginal communities</li> </ul>		
Year	Actions	Responsibility
1	<p><i>Suggested base year growth target: increase domestic enrolment by 100 students</i></p> <p>Develop a three-year enrolment plan with annual institutional and Faculty targets.</p> <p>Faculties develop three year enrolment plans with annual targets.</p>	<p>VP Academic and Senate coordinating committee</p> <p>Deans</p>
2	<p><i>Suggested growth target: 150 additional enrolments</i></p> <p>Institutional plans and targets reviewed and revised</p> <p>Faculty plans and targets reviewed and revised</p>	<p>VP Academic and Senate coordinating committee</p> <p>Deans, Faculty Councils</p>
3	<p><i>Suggested growth target: 200 additional enrolments</i></p>	

Institutional plans and targets reviewed and revised	VP Academic and Senate coordinating committee
Faculty plans and targets reviewed and revised	Deans, Faculty Councils

### Strategy 2: Increased enrolment of international students

<b>Goal:</b> Increase international enrolment by 500 students		
<b>Rationale and Assumptions</b>		
International recruitment is key to meeting Nipissing’s enrolment and financial goals.		
Nipissing has limited experience of international recruitment and of supporting international students, particularly at scale. It will be important therefore for the University to prepare the ground carefully, and to exercise due diligence especially with respect to reputational as well as financial risks.		
Four high-level ‘success factors’ are as follows:		
<ul style="list-style-type: none"> <li>• Develop a coherent and realistic internationalisation strategy<sup>34</sup></li> <li>• Work with reputable international marketing and recruitment partners</li> <li>• Put in place a dedicated office to manage international recruitment, student placement and support services</li> <li>• Ensure ongoing oversight and support</li> </ul>		
<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	Develop a comprehensive and realistic internationalisation strategy.	VP Academic; Senate coordinating committee
	Assess and cost organizational, human resource and infrastructure implications.	VP Academic, Senate coordinating committee
	Identify a reputable international marketing and recruitment partner(s).	VP Academic
	Determine the appropriate organizational structure for managing internationalisation.	VP Academic; Senate coordinating committee
	Assign interim responsibility for international education.	VP Academic

<sup>34</sup> Development of a detailed internationalization strategy is the subject of a separate project. Only a high-level overview is provided here.

	Monitor and support development and implementation of first phase of internationalisation strategy.	VP Academic; Senate coordinating committee
2	<i>Suggested target: 40 international students</i>  Establish a dedicated management and support function for international education.  Monitor and support development and implementation of internationalisation strategy	VP Academic  VP Academic, Senate coordinating committee
3	<i>Suggested target: 60 international students</i>  International education office fully staffed and funded.  Monitor and support development and implementation of internationalisation strategy.	VP Academic  VP Academic, Senate coordinating committee

### Strategy 3: Improve retention

<b>Goal:</b> Increase the retention rate to 85% <sup>35</sup>		
<p><b>Rationale and Assumptions</b></p> <p>Retention rates have declined significantly, both in absolute terms and in relation to competitor institutions. Improving retention is an educational responsibility and reputational issue for Nipissing, as well as a financial issue.</p> <p>Attention should be given to improving retention for all students. Particular attention should be given to improving retention amongst groups where retention is lower than average:</p> <ul style="list-style-type: none"> <li>• Mature learners</li> <li>• Non-native English speakers</li> <li>• Aboriginal and First Nations students</li> </ul>		
<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	Establish year-on-year retention targets as a key performance indicator at institutional and Faculty level.	VP Academic; Senate; Deans
	Implement a campaign to raise faculty awareness of retention trends, the need to improve retention, and retention targets.	VP Academic, Senate, Deans, Department Chairs
	Develop comprehensive institutional and Faculty retention	VP Academic, Senate,

<sup>35</sup> Year 1 to Year 2 retention, first year, first time, full time undergraduates.

	<p>strategies, including:</p> <ul style="list-style-type: none"> <li>• Analysis of factors impacting retention at Nipissing</li> <li>• Review effectiveness of current retention strategies and support services</li> <li>• Evidence-based action plans to improve retention overall, and to improve retention of mature learners, non-native English speakers, and Aboriginal and First Nation Students in particular.</li> </ul>	Deans, Student Support Services
2	<p>Implementation of institutional and Faculty retention strategies.</p> <p>Monitoring and review of retention trends and retention interventions.</p>	<p>VP Academic, Senate, Deans, Department Chairs</p> <p>VP Academic, Senate, Deans, Faculty Councils</p>
3	<p>Implementation of institutional and Faculty retention strategies.</p> <p>Monitoring and review of retention trends and retention interventions.</p>	<p>VP Academic, Senate, Deans, Department Chairs</p> <p>VP Academic, Senate, Deans, Faculty Councils</p>

**Strategy 4: Enhancing the student experience**

<p><b>Goal:</b> Enhance the student experience, as measured by NSSE and by internal surveys and indicators of student satisfaction</p>
<p><b>Rationale and Assumptions</b></p> <p>The quality of the learning environment and student experience offered by Nipissing is a key aspect of its mission, identity and reputation, and an important consideration for the students that it recruits.</p> <p>A central element of the University’s SEM plan is to increase enrolment from its traditional catchment areas, in Northern and South-Eastern Ontario especially, by enhancing its appeal to its core constituency, including students for whom Nipissing is a strong choice but who might be considering enrolling elsewhere.</p> <p>While the University needs to continue to focus on improving the quality of the learning environment and student experience for its traditional intakes, it needs at the same time to broaden its appeal to less traditional and new student groupings, including part-time, mature and transfer students, and international students.</p> <p>A well-thought out, balanced strategy will be needed to reconcile and achieve these goals.</p>

Feedback from students, and student satisfaction data, will be key to ensuring that the strategy is on track, and that the University's goals are being met.

Marketing and recruitment, moreover, will need to be able to clearly articulate and 'sell' a vision of the student experience at Nipissing that aligns with the University's SEM strategy.

<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	<p>Conduct a strategic review of the learning environment and student life at Nipissing, with the aim of strengthening the University's appeal to its traditional intakes while reaching out and appealing to new student markets including international students.</p> <p>Develop a focused and targeted strategy to enhance the learning environment and student experience based on this analysis.<sup>36</sup></p> <p>Align marketing and communications with the student experience strategy.</p> <p>Monitor and review progress.</p>	<p>VP Academic</p> <p>Student Development and Services</p> <p>Residence administration</p> <p>Marketing and Communications</p>
2	<p>Implementation of strategies to enhance the student experience</p> <p>Monitoring and review of progress</p>	<p>Student Development and Services</p> <p>Residence administration</p> <p>Marketing and Communications</p>
3	<p>Implementation of strategies to enhance the student experience</p> <p>Monitoring and review of progress</p>	<p>Student Development and Services</p> <p>Residence administration</p> <p>Marketing and Communications</p>

<sup>36</sup> The strategy should include, *inter alia*, measures to enhance teaching and learning, academic counselling and support, student support services, residences and student accommodation, and sports and culture.

### Strategy 5: Targeted student financial aid

**Goal:** Targeted financial aid contributes to increased enrolment and improved Year 1 to Year 2 retention

#### Rationale and Assumptions

Nipissing's student financial aid may not be optimally targeted to increase enrolments: the University offers significantly more than its competitors to students with a GPA of 85% and above, but does not attract significant numbers of students at this level. The funding it offers to students at the 80-85% level does appear to have a positive impact on enrolments, however. The University should consider concentrating financial aid on students at the 80-85% level, and reducing funding to students with higher GPAs who may be less likely to enrol at Nipissing, notwithstanding the amount of financial aid on offer.

Anecdotal evidence suggests that financial factors may play a role in the poor year 1 to year 2 retention rate; this should be investigated, with a view to determining whether the introduction of renewable financial aid grants would help to improve retention and sustain enrolments.

Year	Actions	Responsibility
1	<p>Make more money available for financial aid for students with an 80-85% GPA, with the aim of increasing enrolments.</p> <p>Investigate whether the introduction of renewable financial aid grants would help to improve Year 1 to Year 2 retention and sustain student enrolments through to completion.</p>	Student Financial Services
2	<p>Implement revised student financial aid policies</p> <p>Monitor and review</p>	Student Financial Services
	<p>Implement revised student financial aid policies</p> <p>Monitor and review</p>	Student Financial Services

## Faculty

### Strategy 6: Encourage a shared academic vision<sup>37</sup>

<b>Goal:</b> Program delivery is driven by a shared academic vision		
<b>Rationale and Assumptions</b>		
<p>Alongside its traditional roots in Education and in Arts and Science, Nipissing has a burgeoning Faculty of Applied and Professional Studies, and increasing numbers of non-direct entry, mature and transfer students.</p> <p>These changes challenge old institutional identities while offering new challenges and opportunities.</p> <p>Building a shared and strengthened sense of mission, vision and institutional identity will help in framing the organizational strategy, focus the University's recruitment efforts, and provide a clearer basis for the development of new and innovative programming, including inter-professional, inter-disciplinary and joint programs that meet the needs of a diverse student population, communities, and the labour market.</p> <p>Along with a shared vision, Deans, Faculty Councils, Department Chairs and faculty members need a shared understanding of the financial and enrolment challenges facing the University, if they are to work creatively together to address a core institutional concern, i.e. the significant number of small, loss-making programs and Departments, while retaining sufficient variety and breadth of provision, and developing innovative programs that bring in new, income-generating enrolments.</p>		
<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	<p>Ensure that University, Faculty and Department Plans reflect Nipissing's mission and role as a comprehensive regional university.</p> <p>Ensure that proposals for the continuation or expansion of programs, and for the introduction of new academic, inter-disciplinary, inter-professional and joint programs (see discussion of Programs, below) address financial as well as enrolment goals.<sup>38</sup></p>	<p>VP Academic Senate Deans Department Chairs</p>
2	Ongoing	<p>VP Academic Senate Deans Department Chairs</p>

<sup>37</sup> The development of an Academic Plan for the University could be one approach to fostering a more coherent and focused academic vision.

<sup>38</sup> This need not preclude cross-subsidization of programs, where this is considered necessary and appropriate.

	Ongoing	VP Academic Senate Deans Department Chairs
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### Strategy 7: Strengthen the Faculty role in student recruitment

<b>Goal:</b> Faculties play a more effective role in student recruitment		
<b>Rationale and Assumptions</b>		
<p>The status and reputation of the University is linked, in the eyes of students and their parents, to the quality and reputation of its Faculties and Departments.</p> <p>However, students' choice of institution, at the undergraduate level especially, is also influenced by a range of non-academic factors, and the knowledge that new entrants have, of the range of programs that the University offers, is often limited to subjects that they have studied at school.</p> <p>Faculties, and faculty members therefore have an important role to play in student recruitment, in at least two senses: first, as the 'face' of the institution at recruitment fairs and events such as campus tours and school visits, and second, as front-line advocates for their Departments and programs. The latter role will be of particular importance in supporting the University's strategy of targeted enrolment growth.</p> <p>The University's marketing and recruitment strategy (see also Marketing and Recruitment, below) currently under-emphasizes the centrality of the academic experience and the quality of the learning environment at Nipissing, and limits the role of faculty in promoting their own departments and fields of study.</p> <p>This needs to be addressed, and the role of Faculties and faculty members in student recruitment needs to be encouraged and supported.</p>		
<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	Ensure faculty understand and appreciate the importance of recruitment, in relation to the University's SEM and financial targets.	VP Academic, Deans, Department Chairs
	Ensure Faculties are consulted about the alignment of the University's marketing and communications and SEM strategies (see also Marketing and Recruitment, below).	VP Academic, Deans, Office of Integrated Marketing and Communications
	Revise marketing and recruitment policies and	Integrated Marketing and



	<p>guidelines, to provide appropriate scope<sup>39</sup> for Faculties and Departments to promote their own programs.</p> <p>Strengthen training and support for faculty in their front-line roles as ambassadors for the university at recruitment fairs, campus and school visits etc.</p> <p>Provide feedback to Deans and Faculty Councils on the impacts and effectiveness of recruitment fairs and other recruitment activities involving faculty.</p>	<p>Communications</p> <p>Integrated Marketing and Communications, Faculty Councils</p> <p>Integrated Marketing and Communications</p>
2	<p>Monitor and evaluate effectiveness of Faculty role in recruitment.</p> <p>Monitor progress towards SEM goals</p>	<p>Deans, Faculty Councils</p> <p>VP Academic, Deans</p>
3	<p>Monitor and evaluate effectiveness of Faculty role in recruitment.</p> <p>Monitor progress towards SEM goals</p>	<p>Deans, Faculty Councils</p> <p>VP Academic, Deans</p>

**Strategy 8: Strengthen the Faculty role in improving retention<sup>40</sup>**

<b>Goal:</b> Faculties meet or exceed retention targets		
<b>Rationale and Assumptions</b>		
<p>Year 1 to Year 2 retention rates for first year, first time, full-time students have declined in recent years, both absolutely and relative to Nipissing's competitors. Faculty should be made aware of the need to improve retention (both Year 1 to Year 2 and subsequent years) and five year retention goals should be set, with annual targets.</p>		
<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	Establish five year institutional and Faculty goals, with annual targets, for improved retention.	VP Academic, Deans
2	Monitor and review progress	VP Academic, Deans, Faculty Councils
3	Monitor and review progress	VP Academic Deans, Faculty Councils Department Chairs

<sup>39</sup> 'Appropriate scope' implies, amongst other things, that unrestricted competition between departments should not be allowed; that programs should not be 'cannibalized,' and that the overall University 'messaging' and branding should remain consistent.

<sup>40</sup> See also Strategy 3

**Strategy 9: Give Faculties and Deans the information and tools they need to implement the strategy**

<p><b>Goal:</b> Deans and Faculties have the authority and information they need to implement the SEM strategy</p>		
<p><b>Rationale and Assumptions</b></p> <p>Deans and Faculty Councils have a vital yet challenging role to play in translating the many elements of the University’s SEM strategy into implementable actions, while maintaining trust, collegiality, and commitment amongst faculty members. They also must maintain accountability upward, to Senate and the Senate committee responsible for the SEM strategy,<sup>41</sup> and to the Vice President Academic.</p> <p>To fulfil their roles effectively, Deans and Faculties will require reliable and up-to-date information <i>inter alia</i> on program costs, retention, and applications and enrolments (both domestic and international), as well as advice and assistance in how to interpret and use the data for monitoring and evaluation and for planning.</p> <p>Given the need to find significant efficiencies in program delivery, and to support enrolment growth and program innovation, Deans may also require increased authority over budgets and appointments, within the necessary planning and budgetary guidelines.</p>		
Year	Actions	Responsibility
1	Identify and provide the data and information needed by Deans and Faculty Councils to drive the SEM strategy at Faculty level.	VP Academic, Senate SEM Committee, Institutional Planning Office, Deans
	Support Deans and Faculty Councils in their interpretation and use of institutional (including financial) data related to implementation and monitoring of the SEM strategy.	Institutional Planning Office
	Identify and delegate any additional authority that Deans might need with respect to budgets and appointments, in order to manage the SEM strategy within their Faculties.	VP Academic Senate Deans
	Provide guidance and support, and ensure the accountability of Deans and Faculties, through the review by the Senate SEM committee and VP Academic of Faculty plans and budgets, and the	VP Academic Senate

<sup>41</sup> See earlier discussion.

	monitoring of Key Performance Indicators related to the SEM strategy.	
2	Monitor and review progress against agreed targets and KPIs	VP Academic Senate Deans
3	Monitor and review progress against agreed targets and KPIs  Review the effectiveness of governance arrangements, with respect to the delegation of authority to Deans and Faculties and attainment of SEM objectives, and amend if necessary.	VP Academic Senate Deans

### Strategy 10: Targeted growth

<b>Goal:</b> Enrolment growth in targeted areas, leading to an overall increase in enrolments of 1000 students		
<b>Rationale and Assumptions</b>		
<p>The University has set itself a target of increasing enrolments by 1000 domestic and international students over the next five years. However, not all departments and programs have the capacity to absorb a significant increase in enrolments, and student demand, as measured by application and enrolment trends over the past five years, has declined quite steeply in some cases even as it has risen in others.</p> <p>To meet its enrolment goals, the University will need to set growth targets which are specific to each Faculty. Enrolment growth should be focused particularly on departments and programs for which there is evidence of demand, as measured by applications and enrolment trends, and where there is under-utilized capacity.</p> <p>Targeted strategies should be developed to increase enrolments in Departments where capacity exists but where enrolment has been declining.</p> <p>Recruitment of international students should be directed in the first instance towards increasing enrolments in programs and departments which have been targeted for enrolment growth.</p>		
<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	Set three year and one year enrolment targets for each Faculty, aimed at achieving an overall increase of 1000 students (domestic and international) within 5 years.	VP Academic Senate Committee Deans
	Prioritize departments for enrolment growth, taking into account domestic and international student demand, departmental capacity and the net financial contribution of programs. Particular	Deans Faculty Councils Department Chairs

	<p>attention should be given to increasing enrolments in Business Studies, where potential exists for both domestic and international recruitment.</p> <p>Institute targeted strategies to increase enrolments in departments where capacity exists but where enrolments have declined. Early attention should be given to the possibility of increasing enrolments in History, Mathematics and English.</p> <p>Direct international recruitment towards programs and departments for which there is demand and which have been targeted for growth.</p>	<p>Deans Faculty Councils Department Chairs Integrated Marketing &amp; Communications</p> <p>International Education office Deans</p>
2	Monitor and review progress against targets	VP Academic Senate Committee Deans
3	Monitor and review progress against targets	VP Academic Senate Committee Deans

### Strategy 11: Program innovation

<p><b>Goal:</b> New programs, pathways and partnerships contribute to increased enrolments</p>
<p><b>Rationale and Assumptions</b></p> <p>For many departments and programs, prospects for enrolment growth are currently quite limited. The reasons for this vary. In some cases, student demand is low; in others, increasing numbers of students cannot easily be accommodated without additional resources.</p> <p>The development of inter-disciplinary and inter-professional programs is intended to help overcome these limitations. Such programs offer three main advantages: first, they need not wait for approval from the Ministry; second, properly targeted, they will help attract students who otherwise might go elsewhere; and third, they will enable departments with limited capacity or prospects for expansion to teach larger numbers.<sup>42</sup> A number of ideas or proposals for new inter-disciplinary and inter-professional programs are already in circulation; these should be brought forward for consideration as early as possible.</p> <p>There also is scope to introduce some new programs, especially as the University's financial situation improves – indeed, a new program in Social Work has recently been approved, and the</p>

<sup>42</sup> See strategy 12: this will also have efficiency benefits.

University has expressed an interest in introducing a program in Engineering.

The offering of joint programs with other universities offers a third set of opportunities for program innovation.

Finally, the expansion of existing and introduction of new, more comprehensive and integrated partnership and transfer agreements with colleges could help to increase enrolments generally and in targeted growth areas.

Year	Actions	Responsibility
1	<p>Identify the most promising amongst the existing ideas and proposals for inter-disciplinary and inter-professional programs, and fast-track their implementation. Invite new proposals for consideration and early approval.</p> <p>Conduct a feasibility study on the possible introduction of Engineering.</p> <p>Investigate the potential for developing joint programs with other universities.</p> <p>Review and deepen existing partnership and transfer agreements, and identify new partnership and transfer prospects;<sup>43</sup> set transfer and joint enrolment targets.</p>	<p>VP Academic Senate Deans Faculty Councils</p> <p>VP Academic</p> <p>VP Academic Senate Deans</p> <p>VP Academic Deans Department Chairs</p>
2	<p>Approve and market new programs</p> <p>Monitor applications and enrolments into new programs and evaluate progress</p> <p>Monitor college transfers and joint program enrolments and evaluate progress</p>	<p>VP Academic Deans Integrated Marketing &amp; Communications</p> <p>VP Academic Deans Department Chairs Institutional Planning Office</p> <p>VP Academic Deans Institutional Planning Office</p>
3	Approve and market new programs	VP Academic Deans

<sup>43</sup> See earlier discussion on the wide spectrum of partnership and transfer possibilities, including measures designed to increase retention and student success.

	Monitor applications and enrolments into new programs and evaluate progress	Integrated Marketing & Communications VP Academic Deans Department Chairs Institutional Planning Office
	Monitor college transfers and joint program enrolments and evaluate progress	VP Academic Deans Institutional Planning Office

### Strategy 12: Efficient delivery of programs

<b>Goal:</b> Increase the efficiency and cost-effectiveness of program delivery		
<b>Rationale and Assumptions</b>		
<p>Enrolment growth is key to addressing the budget deficit and ensuring the University's long-term financial sustainability. Analysis has shown, however, that enrolment growth will be insufficient, on its own, to meet the university's financial objectives over the next five years unless accompanied by improvements in the efficiency with which programs are delivered.</p> <p>While many factors impact on efficiency, a major driver of costs at Nipissing is the large number of classes that are offered to small numbers of students. This is reflected, <i>inter alia</i>, in the significant differences that exist between departments in the average number of credits delivered per FTE faculty member, and similarly wide differences in the net costs per student and net costs per credit, across different programs.</p> <p>Measures to increase the efficiency of program delivery should centre, therefore, on raising incrementally the average number of credits delivered per FTE faculty member to a more sustainable level, while reducing duplication and sharing resources.</p>		
<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	Determine a five-year goal for the average number of credits to be delivered per FTE faculty member, with a three-year target as a Key Performance Indicator for Deans	VP Academic Deans
	Institute a Faculty-led initiative to identify areas of duplication and overlap between courses, with the aim of bringing about efficiencies in delivery	VP Academic Deans Department Chairs

	Consider the introduction of a minimum class size, as a means of encouraging efficiencies through inter-departmental cooperation and resource sharing	VP Academic Deans
2	Monitor progress	VP Academic Deans Institutional Planning Office
	Monitor progress	VP Academic Deans Institutional Planning Office

### Strategy 13: An SEM-driven Marketing and Recruitment Strategy

<b>Goal:</b> The University's marketing and recruitment strategies support the SEM strategy		
<p><b>Rationale and Assumptions</b></p> <p>Hossler <i>et al.</i> (2015) observe that while enrolment management has always relied upon marketing as part of student recruitment, 'increasingly, especially at institutions which are highly tuition-dependent, the overall marketing strategy has to be completely in sync with enrollment goals and objectives.... the institutional marketing strategy needs to be fully integrated with its core enrollment strategy and vice versa.'</p> <p>This means, in the Nipissing context, that the University's marketing and recruitment strategies will need to be both more encompassing, in terms of the articulation of a shared institutional mission and vision and 'brand proposition,' and more granular and targeted, in support of specific SEM objectives and strategies. These include, as outlined above:</p> <ul style="list-style-type: none"> <li>• Targeted domestic recruitment</li> <li>• International recruitment</li> <li>• Marketing of transfer programs, joint programs and partnership initiatives</li> <li>• Support and capacity building for Faculties and Departments</li> <li>• Providing feedback on the effectiveness of marketing and recruitment activities in which Faculties are involved</li> <li>• Joint review, with Faculties and at the institutional level, of the extent to which enrolment goals are being met, and of marketing and recruitment strategies to respond to opportunities and address gaps and shortfalls</li> </ul>		
<b>Year</b>	<b>Actions</b>	<b>Responsibility</b>
1	Review the University's mission and vision with an eye to presenting a simple, compelling, and distinctive 'brand	Marketing & Communications

	<p>proposition' to prospective students</p> <p>Ensure the marketing and recruitment strategy is closely aligned with and supportive of the SEM strategy</p> <p>Review marketing and recruitment guidelines and practices, to enable Faculties and Departments to promote themselves more effectively within the overall framework of the University's enrolment and marketing and recruitment strategies</p> <p>Strengthen training and support for faculty members who take part in recruitment fairs, school and campus visits and other marketing and recruitment activities</p> <p>Monitor and provide feedback to Faculties on the effectiveness of marketing and recruitment activities</p>	<p>VP Academic Deans Marketing &amp; Communications</p> <p>Marketing &amp; Communications</p> <p>Marketing &amp; Communications</p> <p>Marketing &amp; Communications</p>
2	<p>Review effectiveness of marketing and recruitment in relation to overall achievement of SEM goals</p> <p>Review Faculty-specific marketing and recruitment strategies and tactics to support achievement of Faculty enrolment targets</p>	<p>Senate SEM Committee Marketing &amp; Recruitment</p> <p>Deans Faculty Councils Marketing &amp; Communications</p>
3	<p>Review effectiveness of marketing and recruitment in relation to overall achievement of SEM goals</p> <p>Review Faculty-specific marketing and recruitment strategies and tactics to support achievement of Faculty enrolment targets</p>	<p>Senate Committee Marketing &amp; Recruitment</p> <p>Deans Faculty Councils Marketing &amp; Communications</p>



#### Strategy 14: Develop a space plan for the University

**Goal:** Student accommodation, classrooms, laboratories and other facilities are capable of supporting the projected growth in domestic and international enrolments

#### Rationale and Assumptions

Enrolment growth will place some pressure on the limited space that is available to accommodate large classes, and laboratory and studio space, IT and online learning facilities, as well as open and group-learning spaces for students will face increasing demands.

Increasing international enrolments will place pressure on available residence places, and additional accommodation will need to be provided, possibly in partnership with third-party providers and through home-stay arrangements. Cultural and religious spaces may also need to be provided, and existing accessibility plans may need to be extended.

The development and implementation of the SEM strategy, with its targeted growth of some 500 domestic and 500 international students, will need to be accompanied therefore by the development of a comprehensive space plan for the University.

Year	Actions	Responsibility
1	Review the SEM plan and detailed enrolment projections, by field of study, and by student demographics (direct/non-direct entry, domestic/international etc.) to estimate future space demands over a one, three and five year period.	VP Administration
	Develop a comprehensive space plan for the University, with one, three and five year targets.	VP Administration
2	Begin phased implementation of space plan	VP Administration
3	Implementation of space plan	VP Administration

### Strategy 15: Strengthen student support and academic advising

**Goal:** Improved retention and student success

#### Rationale and Assumptions

Retention rates at Nipissing have been in steady decline, and there is a particular need to improve retention and student success for students entering with lower grade point averages, for non-native speakers including immigrant and international students, and for Aboriginal, First Nation and Metis students.

English language training, student counselling and academic advising will be important to achieving the University's international education goals, and faculty may need support in adapting their programs and curricula, as well as teaching methods and cultural assumptions, to meet the needs of a changing and increasingly international student body.

The continuing professional development of academic advising and student support staff will also be necessary, and additional staff may need to be appointed, as enrolment grows and as the student population becomes increasingly diverse.

The development and implementation of a comprehensive student support and academic advising strategy will provide crucial support for the successful implementation of the University's SEM strategy.

Year	Actions	Responsibility
1	Institute a comprehensive review of academic advising and student support services at Nipissing, with three main aims: To improve retention and student success <ul style="list-style-type: none"> <li>• To prepare for future enrolment growth and an increasingly diverse student body</li> <li>• To identify the professional development needs of advising and support staff, and the support required by faculty</li> </ul>	VP Academic
2	Develop and begin implementation of a comprehensive student support services and academic advising strategy, to meet the needs of both domestic and international students, and to provide professional support to faculty.	VP Academic
3	Implement the student support services and academic advising strategy	VP Academic
	Monitor and review progress	VP Academic

## Stage 1: Letter of Intent BSc Biomedical Science

The Department of Biology and Chemistry seeks Stage 1 approval to begin planning a four-year undergraduate B.Sc. program in BIOMEDICAL SCIENCE. The field of Biomedical Science is interdisciplinary in nature, requiring knowledge from core areas such as biology, chemistry, biochemistry, psychology, physics and mathematics.

<b>Program Identification: (Faculty, School, Department)</b>	<b>Department of Biology &amp; Chemistry, Faculty of Arts &amp; Science</b>
<b>Credential Granted (Justification)</b>	<b>B.Sc.</b>
<b>Proposed start date:</b>	<b>Fall 2017</b>

### Program Description:

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## Biomedical Science

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*Bachelor of Science*

*Faculty of Arts and Science*

### Honours Specialization in Biomedical Science

Relevant Existing NU Courses include:

#### POSSIBLE CORE COURSES

BIOL 1006	Introduction to Molecular and Cell Biology	3 cr.
BIOL 1007	Introduction to Organismal and Evolutionary Biology	3 cr.
BIOL 2116	Principles of Microbiology	3 cr.
BIOL 2127	Molecular and Cell Biology	3 cr.
BIOL 2206	Introduction to Biochemistry	3 cr.
BIOL 2557	Genetics	3 cr.
BIOL 2706	Human Anatomy & Physiology I	3 cr.
BIOL 2707	Human Anatomy & Physiology II	3 cr.
BIOL 3117	Biostatistics	3 cr.
CHEM 1006	General Chemistry I	3 cr.
CHEM 1007	General Chemistry II	3 cr.
CHEM 2306	Introduction to Organic Chemistry I	3 cr.

CHEM 2307	Introduction to Organic Chemistry II	3 cr.
MATH 1036	Calculus I	3 cr.
MATH 1037	Calculus II            or	
MATH 1046	Linear Algebra	3 cr.
PHYS 1006	General Physics I: Mechanics	3 cr.
PHYS 1007	General Physics II: Mechanical Wave, Fluid Mechanics and Thermodynamics	3 cr.

#### POSSIBLE BIOMEDICAL ELECTIVE COURSES

ANTR 3026	Medical Anthropology	3 cr.
BIOL 2836	Invertebrate Zoology	3 cr.
BIOL 2837	Vertebrate Zoology	3 cr.
BIOL 3127	Human Sexuality	3 cr.
BIOL 3126	Molecular Biology Techniques	3 cr.
BIOL 3267	Animal Physiology	3 cr.
BIOL 3277	Nutrition	3 cr.
BIOL 3306	Enzymology	3 cr.
BIOL 3346	Microscopy Methods and Applications	3 cr.
BIOL 3557*	Genetics and Society: Our Genes, Our Choices	3 cr.
BIOL 3566	Evolution	3 cr.
BIOL 3567	Ethnobotany	3 cr.
BIOL 3597	Immunology	3 cr.
BIOL 3717	Animal Behaviour	3 cr.
BIOL 4557	Developmental and Behavioural Genetics	3 cr.
PHIL 2716*	Bio-Ethics	3 cr.
PSYC 2506	Health Psychology	3 cr.
PSYC 2605	Behavioural Neuroscience	3 cr.
PSYC 2715	Biological Psychology	3 cr.
PSYC 2906	Sensation	3 cr.
PSYC 2907	Perception	3 cr.
PSYC 3506	Neuropharmacology	3 cr.
SOCI 2196	Sociology of Medicine	3 cr.

*\*BIOL 3557 and PHIL 2716 are antirequisites*

## **1. How will the proposed program fit with the Faculty's plans and priorities?**

In addition to a more specialized ENVIRONMENTAL BIOLOGY AND TECHNOLOGY program, Nipissing University currently offers an HONOURS BIOLOGY program that delves into various facets of this diverse discipline. While many courses related to Biomedical Science are already in place and regularly offered, there is no specific overarching stream or program to tie these courses together under a health science banner. Packaging our existing biomedical courses together would compel many students wanting to pursue health science education to consider Nipissing University. The proposed program would be attractive to prospective students wishing to engage in professional or graduate programs such as medicine, veterinary medicine, pharmacy, dentistry, occupational therapy, medical biochemistry, etc. Graduates of such a program would be well equipped with pre-requisite requirements for these branches of study. Along with a strong theoretical background in these topic areas, graduates of this program would also obtain practical knowledge through laboratory work, experiential learning and research opportunities. These experiences will develop well-rounded students with refined critical thinking, analytical and practical skills.

## **2. How does the proposed program fit with the university's vision, mission, and goals?**

Strategic growth is a significant goal of Nipissing University. About half of the students considering a biology program are looking for a direct gateway into health-related professional schools and graduate programs. Faculty attending the University Fair in Toronto are frequently asked by parents and students whether Nipissing University has a Biomedical Program. Although we have all the courses required to pursue careers in the health sciences, students are continuously dissuaded by the lack of organized programming which allows students a clearly identified health science path. Among our comparator institutions in Northern Ontario, only Laurentian University offers a similar program (Biomedical Biology). Similar programs of study are available at larger institutions in the province. Our aim is to not only capture the interest of "northern" students who might otherwise travel to larger centres for their studies, but to also provide a more laboratory-based and experiential learning option for students from the larger centers in the province and beyond.

With the growing number of students wishing to pursue professional and graduate programs having a medical/health focus, a B.Sc. in Biomedical Science is likely to attract many new students to Nipissing University, including international students. Depending on the background and interests of new hires in "Native Studies" and for the "Indigenous Chair", there may be an opportunity to include curriculum elements related to health issues deemed important by First Nations communities.

### **3. How might the resources required be made available?**

No additional resources are required to offer the proposed Biomedical Science program. This program will bring together relevant and appropriate existing courses under a “Biomedical Science” banner. These courses are regularly offered (annually or cycled in alternate years) by the Department of Biology and Chemistry and by Arts and Science Departments that we hope will participate in the program. “Science” courses would include Biology, Chemistry, Psychology, Physics and Mathematics, with electives from “Arts” disciplines such as Philosophy, Sociology, etc. If there is a deficiency in 4<sup>th</sup>-year courses, an existing faculty member is prepared to develop a 4<sup>th</sup>-year “special topics” course in an area of Cell and Molecular Biology. If needed, this course would be cycled in alternate years.

### **4. Current and proposed faculty**

The proposed program can be offered with no new personnel. If there is significant growth in demand for the program in the future, offering additional lab sections could be considered; however, the cost of this additional instruction would be more than covered by the increased enrolment, especially given that each science student should receive two funding “BIUs”. Biology and Chemistry courses making up the proposed program are taught on a regular basis by full-time faculty (Dokis, Hackett, Jha, Kariuki, Lovett-Doust, Mirza & Parkes) as well as lecturers and lab instructors (Boivin, Irwin, Kauffman, Patapas and Rossi). The quality of the program will be significantly augmented by the participation of colleagues in Psychology, especially from the field of neuroscience and physiology (Arnocky, Carré, Saari & Weeks).

### **5. Current and proposed teaching and research resources**

As the proposed program is based on a clustering of existing courses having a BIOMEDICAL theme, no new teaching or research resources are requested to support this program. The Department of Biology & Chemistry has six teaching laboratories (24 student capacity each), Biology and Chemistry “prep rooms” and a Central Analytical Facility. All full-time faculty have access to research space.

### **6. Library resources**

No new resources are needed as the program uses existing courses having existing library and on-line support. Students will continue to use various in-house and on-line resources.

## **7. Confirmed partnerships with other institutions, units**

No partnerships are confirmed as yet. We intend to explore partnerships with the North Bay Regional Health Centre, other healthcare facilities and local health professionals to gain access to teaching and research facilities, and internship positions that will increase opportunities for experiential learning and improve program quality.

## **8. Consultation with what other units?**

We have consulted with the Chair of Psychology and the Dean of Arts and Science. In planning the program, we will also consult with representatives of various relevant disciplines such as (but not exclusively) Mathematics, Physics, Anthropology, Philosophy and Sociology.

University	Code	2010	2011	2012	2013	2014	Program
Brock	BSH	295	306	285	299	309	BSc Honours: Medical Sciences
Brock	BSK	176	161	182	185	194	BSc Honours: Kinesiology
Brock	BPK	335	406	283	376	336	BKin Honours: Kinesiology
Brock	BNS	230	237	261	270	275	BScN Honours: Nursing
Brock	BCH	76	79	98	113	124	BSc Honours: Biochemistry n
Brock	BS	194	188	252	217	220	BSc Honours: Biological Sciences
Brock	BIM	239	326	289	357	353	BSc Honours: Biomedical Sciences
Brock	BBP	6	9	10	10	6	BSc Honours: Biophysics
Brock	BIT	43	45	35	42	46	BSc Honours: Biotechnology
Brock	BIN	87	85	130	141	137	BSc Honours: Neuroscience ns Neurobiology; Neurocomputing; Neuromotor; Neuropsychology
Guelph	GZB	876	879	885	837	1133	Biomedical Sciences
Guelph	GZK	0	0	405	502	477	Human Kinetics
Guelph	GZ	3072	3461	3123	2796	2697	All other Science Majors/Specializations s Animal Biology; Biochemistry n; Biodiversity; Biological & Medical Physics n; Biological & Pharmaceutical Chemistry n; Biological Science; Chemical Physics n; Chemistry n; Environmental Biology; Environmental Geoscience & Geomatics; Food Science n; Marine & Freshwater Biology; Mathematical Science; Microbiology n; Molecular Biology & Genetics; Nanoscience n; Nutritional & Nutraceutical Sciences; Plant Science; Physical Science; Physics n; Psychology: Brain & Cognition; Theoretical Physics; Biomedical Toxicology n; Wildlife Biology & Conservation; Zoology
Guelph	GBM	32	41	51	50	43	Biological Engineering n
Guelph	GBI	215	223	248	223	331	Biomedical Engineering n
Lakehead	AEB	0	0	0	0	0	Physics with Major Concentration in Biomedical Physics
Lakehead	AN	214	217	225	232	204	Nursing Collaborative with Confederation College



Lakehead	ANC	123	110	122	120	132	Nursing Compressed (three years)
Laurentian	LBC	0	0	0	97	103	Biochemistry
Laurentian	LNE	193	205	156	172	177	Nursing (four years)
Laurentian	LBW	0	0	0	284	280	Biology – Biomedical Biology
Laurentian	LBI	0	0	0	43	113	Biomedical Physics
Laurentian	LRS	16	21	20	18	20	Radiation Therapy (with Michener Institute) I
Laurentienne	LNF	60	56	78	83	98	Sciences infirmières (quatre ans)
Laurentienne	LBT	0	0	0	0	32	Biochimie – biotechnologie
Laurentienne	LBB	0	0	0	49	50	Biologie biomédicale
McMaster	MTT	0	0	0	0	0	Biotechnology I (BTech)
McMaster	MN	401	457	423	411	410	Nursing I
McMaster	MLS	3710	3885	3694	3780	4120	Life Sciences I s Biochemistry; Biochemistry (Biomedical Research); Biochemistry (Biomedical Research/ Co-op); Biology; Biology (Physiology); Biology & Environmental Sciences; Biology & Mathematics; Biology & Pharmacology (Co-op only); Biology & Psychology; Chemical Biology; Chemical Biology (Co-op); Life Sciences; Life Sciences (Co-op); Molecular Biology & Genetics; Molecular Biology & Genetics (Co-op); Psychology, Neuroscience & Behaviour; Psychology, Neuroscience & Behaviour (Mental Health); Psychology, Neuroscience & Behaviour (Music Cognition)
McMaster	MPS	443	473	478	489	515	Chemical & Physical Sciences I s Astrophysics; Biophysics; Biophysics (Co-op) ; Chemical Biology; Chemical Biology (Co-op) ; Chemical & Physical Sciences; Chemistry; Chemistry [Co-op]; Mathematics & Physics; Medical Physics; Medical Physics (Co-op) ; Physics; Physics (Co-op)
Nipissing	PSN	214	212	275	249	255	BScN t Nursing
Ottawa U	OKC	737	735	844	868	826	Health Sciences v (four years)

Ottawa U	ONE	341	302	287	374	358	Nursing Ottawa Campus
Ottawa U	ONA	221	210	164	262	275	Nursing Algonquin Woodroffe Campus
Ottawa U	OWC	91	108	105	133	142	Nursing Algonquin Pembroke Campus
Ottawa U	OSO	1317	1234	1303	1263	775	Science s Biopharmaceutical Science nv; Environmental Science nv (four years)
Ottawa U	OSM	668	841	972	1104	1157	Biomedical Science v (four years)
Ottawa U	OSY	118	140	196	203	271	Biotechnology (Biochemistry/Chemical Engineering) nv (five years)
Ottawa U	OWG	38	23	21	25	26	Ophthalmic Medical Technology (with the University of Ottawa Eye Institute) (four years)
U d'Ottawa	OEH	35	42	30	38	65	Génie mécanique biomédical vn (quatre ans)
U d'Ottawa	OEZ	0	0	6	8	8	Génie mécanique biomédical et Technologie de l'informatique n (programme à double grade) (cinq ans)
U d'Ottawa	OSP	237	267	223	268	128	Sciences s Sciences biopharmaceutiques n; Sciences environnementales n (quatre ans)
U d'Ottawa	OST	192	164	177	162	339	Sciences s Biochimie n; Biologie n; Chimie n; Chimie (EcoChimie) n; Chimie (Matériaux de pointe) n; Géologie n; Géologie-physique n; Mathématiques n; Mathématiques financières & économie n; Physique n; Physique-mathématiques n; Statistique n (Spécialisé) (quatre ans) OSX Biotechnologie (Biochimie et Génie chimique) n (cinq ans)
U d'Ottawa	OSN	182	166	187	189	208	Sciences biomédicales (quatre ans)
U d'Ottawa	OWH	13	5	7	10	15	Technologie médicale en ophtalmologie (avec l'Institut de l'oeil d'Ottawa) (quatre ans)
U d'Ottawa	ONF	134	125	112	118	144	Sciences infirmières – programme collaboratif avec la Cité (Ontario) (quatre ans) (Aucune admission possible en deuxième année pour ce programme.)
Queen's	QD	247	267	306	400	584	Biomedical Computing
Queen's	QN	223	213	242	232	238	Nursing
Ryerson	SNX	421	442	424	490	485	Nursing at Ryerson t

Ryerson	SNN	408	366	349	373	351	Nursing at Centennial College t
Ryerson	SNG	297	361	316	370	365	Nursing at George Brown College
UofT St George	TLG	4813	5179	5017	5153	5553	Life Sciences (including Psychology)
UofT Mississaug	TML	1226	1400	1365	1716	1616	Life Sciences
UofT Scarborough	TSL	1074	1120	1297	2658	2773	Life Sciences (including: Biology, Neuroscience and Psychology) (non co-op)
UofT Scarborough	TSU	74	73	90	344	445	Co-op Life Sciences (including: Biology, Neuroscience and Psychology)
UofT Scarborough	TPS	923	921	1191	0	0	Psychological & Health Sciences (non co-op)
UofT Scarborough	TSQ	37	68	82	0	0	Co-op Psychological & Health Sciences
Trent	RCN	351	375	408	420	0	Bachelor of Science in Nursing – Collaborative Stream (BScN)
Trent	RBS	0	0	0	0	0	Biomedical Science (pending Ministry approval)
UOIT	DSR	59	56	63	50	0	Health Physics & Radiation Science
UOIT	DHS	370	407	469	491	0	Health Science st Human Health Science; Public Health
UOIT	DHL	130	120	119	104	0	Medical Laboratory Science u
UOIT	DHN	321	293	233	308	0	Collaborative Nursing u Collaborative program with Durham College
UOIT	DSB	168	189	184	173	0	Biological Science 1 nt Complementary Studies; Environmental Toxicology; Pharmaceutical Biotechnology
UOIT	DSY	61	82	95	85	0	Chemistry 1 nt Comprehensive; Biological Chemistry
UOIT	DSW	155	141	172	194	0	Pharmaceutical Chemistry 1, 3
Waterloo	WF	572	659	647	702	586	Health Studies sn Gerontology; Health Informatics; Health Research; Health Studies (non-specialized); Pre-Health Professions
Waterloo	WBM	0	0	0	0	98	Biomedical Engineering v

Waterloo	WSA	47	53	61	65	59	Biotechnology/Chartered Professional Accountancy v
Waterloo	WBE	142	80	89	79	84	Biotechnology/Economics v
Waterloo	WS	1165	1091	1202	1153	1231	Honours Science (regular only) s Biochemistry; Biology; Biomedical Sciences; Chemistry; Earth Sciences; Environmental Science; Life Physics; Materials and Nanosciences; Mathematical Physics; Non-specialized; Physics; Physics and Astronomy; Psychology
Waterloo	WLS	2905	2836	2859	3214	2998	Life Sciences sn Biochemistry; Biology; Biomedical Sciences (regular only); Life Physics; Psychology
Waterloo	EW	1576	1785	1638	1627	1810	Health Sciences
Western	ENW	385	398	391	415	432	Nursing (Western-Fanshawe Collaborative Program) Western Site (international students: one place reserved for CIDA-sponsored applicant)
Western	ENF	454	481	465	444	462	Nursing (Western-Fanshawe Collaborative Program) Fanshawe Site (two places reserved for international students)
Western	ESM	3647	3923	3548	2902	2712	Medical Sciences (BMSc & BSc) s Biochemistry; Biochemistry & Cell Biology; Biochemistry of Infection & Immunity; Biochemistry & Pathology of Human Disease; Chemical Biology; Computational Biochemistry; Epidemiology & Biostatistics; Interdisciplinary Medical Sciences; Medical Biophysics; Medical Biophysics & Biochemistry; Medical Cell Biology; Medical Health Informatics; Microbiology & Immunology; Microbiology & Immunology with Pathology; Neuroscience; Pathology; Pharmacology; Physiology; Physiology & Pharmacology
WLU	UBI	151	123	145	116	160	Biochemistry/Biotechnology (BSc)
Windsor	NN	245	270	277	262	308	BScN Nursing
Windsor	NSB	307	324	364	369	345	BSc Biological Sciences n
Windsor	NHB	0	0	0	0	222	BSc Biology & Biochemistry (Health and Biomedical Stream)
Windsor	NBU	67	78	70	73	70	BSc Biology & Biotechnology
Windsor	NSY	204	234	235	224	216	BSc Biochemistry n
York	YHF	136	98	118	111	95	Nursing (Collaborative BScN program with Georgian College)

York	YHG	567	446	500	522	448	Nursing (Collaborative BScN program with Seneca College)
York	YSW	1249	1434	1485	1460	1647	Biomedical Science (BSc)
York	YSF	218	231	302	335	352	Biochemistry (BSc)
York	YPT	50	44	31	45	23	Biophysics (BSc)
York	YSA	104	88	81	85	103	Biotechnology (BSc)

Final Assessment Report

Academic Review

Classical Studies

The Final Assessment was approved by Senate at the ??? meeting. The following is the review:

**A. Summary**

- i. The Self Study was presented (electronically) to the PPC on February 3, 2014.
- ii. The Review Committee consisted of two external reviewers: Dr. Judith Fletcher, Wilfrid Laurier University and Dr. Pdraig O’Cleirigh, University of Guelph and two internal reviewers, Dr. Steve Muhlberger and Dr. Rob Breton.
- iii. The site visit occurred on March 20 and 21, 2014.
- iv. The Reviewers’ Report was received on May 1, 2014.
- v. The Department’s response was provided on October 20, 2014.
- vi. The Faculty Dean’s response was received on July 2, 2014.

The academic programs offered by the Department which were examined as part of the review included:

BA Honours Specialization  
BA Specialization  
BA Major  
BA Minor

This review was conducted under the terms and conditions of the IQAP approved by the Nipissing University Senate on May 17, 2013, and ratified by the Quality Council on June 28, 2013.

**B. Strengths**

The Review Team noted the following regarding the strengths of the Program:

*‘We have been greatly impressed by the ambitious scope and high level of proficiency demonstrated by the Classical Studies Program at Nipissing University. With only a relatively small contingent of faculty, the program meets the authoritative standards of the American Philological Association, the professional association of Classical Studies, by offering Greek and Latin courses in addition to a comprehensive survey of the history and culture of the ancient Greco-Roman world. Nipissing presents a well-developed pattern of instruction which brings students from accessible introductory courses to more complex and specialized senior courses.*

*All of these courses are rigorous, demanding and well-structured. Nipissing has an advantage over many other Canadian post-secondary institutions in that most of its intermediate and senior*

*classes are smaller than those at larger universities. This allows for more personalized instruction and for strong pedagogical bonds between students and faculty. Especially notable are innovative courses in social history, and the application of interactive digital media resources. While Classical Studies at Nipissing offers programs that prepare students for graduate work in the discipline, it also teaches them transferrable skills such as critical thinking, writing and communication, and has application to contemporary social issues such as gender. The creators of the program have dedicated themselves to creating a course of study that is comparable to that of larger universities.”*

### **C. Opportunities for Improvement and Enhancement**

The Review Team offered the following specific recommendations:

1. The appointment of a third full-time faculty member seems vital to sustaining the quality of the programs.

*In its response, the Department stated that “the program’s response to the recommendation, of course, is limited to rearticulating the benefits to the program and the wider Nipissing community. An appointment of a specialist in ancient drama, for example, could be shared between English and Classical Studies, and perhaps with the theatre program at Canadore. One of our present part-time instructors, [name deleted], who joined Nipissing this year, holds a PhD in Classical Studies and Theatre Studies from the University of Melbourne, and brings 30 years of teaching and practical theatre experience to the University, as well as international experience and connections. Such an addition would not only enrich the Classical Studies program and the wider University community but would have much potential for community outreach endeavors. It is a unique opportunity for Nipissing University to have such a qualified specialist in North Bay, and we strongly recommend not to let this opportunity pass by.”*

*The Faculty Dean advised that “while staffing recommendations are outside the purview of this review, the model of remunerating faculty on a per capita basis for low enrolled (language) courses in Classics is not sustainable in part because enrollment in the language courses is increasing. There are a number of opportunities in the Classics programme that could be seized with another appointment (consolidating efforts in the digital humanities and language instruction are only two ways of thinking about a third appointment).”*

**PPC response is as follows: PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s**

**autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

2. Enhanced administrative support is necessary for the reasons stated above.

The Department advised *“that the lack of a departmental administrative office has already been criticized by the previous program reviewers in 2005. It would make good sense to create such an office to be shared with the History department. This remains an important goal which would be particularly beneficial for our students who would have a central point of reference.”*

The Faculty Dean noted that *“it is widely recognized that departments and programmes need a different level of administrative support than is currently provided. Nipissing University is working towards this end.”*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”.** In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.

3. We suggest that the website for the program be improved for the purposes of recruitment, for example a You Tube video by one of the professors that highlights some of the unique features of the program

The Department advised that *“they are presently working on redesigning our individual faculty websites and are updating the University website as well. We are also looking into other means to reach out to prospective students through facebook and/or youTube. The student-run Classics Club already has a facebook page.”*

The Faculty Dean noted that *“there is a deep, clear, widely supported view in A&S that the departmental and programme websites should reflect that content of the programme in order to enhance recruitment and the profile of faculty research/teaching.”*

PPC response is as follows: **PPC considers this recommendation to be somewhat outside the scope of the program review. However, PPC recommends that the relevant University units (Recruitment, Marketing and Communications) continue to consult with all**



**academic units and the Deans in the development of their marketing/recruitment/communications strategies.**

4. We would recommend that the program coordinator consider revising Myth and Religion courses (CLAS 2006 and CLAS 2007) to a one semester course in mythology at the second year level. If necessary there could an additional third year course in religions of the ancient world (which could include early Christianity). The enrolment in the current courses, compared to that of other institutions, is surprisingly low. Although this is the most popular course in the program, there is potential for growth here. We are mildly concerned about the word "Religion" in the course title, which is unusual, since myth has broader significance than its religious connection.

The Department state that *"we agree with the reviewers' recommendation to revise the current courses. We are presently developing two new courses to replace the present Myth Courses CLAS 2006/2007 with a 3-credit 2nd year course CLAS 2xxx Myth and Imagination in the Ancient Mediterranean World, and a 3-credit 3rd year course CLAS 3xxx Religions in the Greco-Roman World."*

The Faculty Dean reiterated that *"the programme is considering this revision of course name and tweak to content."*

PPC response is as follows: **PPC recommends that the Department revise the Myth and Religion courses as suggested.**

5. The possibility of a course that incorporates some form of travel to the Mediterranean could be a very strong incentive for students, based on our knowledge of other programs. As we have noted, art and archaeology are not areas of strengths at Nipissing, but there are several available opportunities at other institutions for summer travel, or for archaeological experience. We recommend that Nipissing's Classical Studies program investigate these possibilities.

The Department stated that *"they are looking into the possibility to arrange a travel opportunity to Italy in the Spring of 2016."*

The Faculty Dean stated that *"as interim dean of A&S, I have encouraged faculty to design courses that involve travel to the benefit of the educational experience. Classics is an ideal programme for such travel. Travel at third year would serve as a capstone to much of the learning and would set students up for very challenging fourth year projects. It would also serve as a recruitment tool into the programme, would allow returning students to recruit by virtue of the retelling of their experience, would allow students to earn money in years 1 and 2 to pay for*

*the travel, and would complement the strategic directions of the faculty (which may include global citizenship).”*

PPC response is as follows: **That the program coordinator investigate the possibility of a course which includes a visit to the Mediterranean and report back to the Dean.**

6. We encourage the current faculty to consider creating a course in the Classical Tradition that includes films, but is not exclusively based on films (which can be an expensive project), to broaden the appeal of Classical Studies for non-majors.

The Department advised that *“they are actually developing two new courses in the Classical Tradition: The Ancient World in Film, and a second one, The Ancient World in Modern Pop Culture, both on the 2nd year level. The course in Pop Culture will be developed in collaboration with Computer Sciences here at Nipissing to include projects that would allow students to develop games as well as digital animation based on ancient myths, historical figures or events, for example. These projects could also become elements of existing courses such as Greek/Roman drama and Greek Mythology.”*

The Faculty Dean noted that *“this is an idea the faculty are considering, this will require an instructor with particular expertise.”*

PPC response is as follows: **That the program coordinator investigate whether the introduction of a course in Classical Tradition is feasible, especially with existing resources, and report back to the Dean.**

7. We recommend streamlining the program requirements in the manner suggested above, i.e. students would be required to take a certain number of second and third year courses, rather than selections from particular groups. This modification will not compromise the integrity of the program since it exists de facto at the present in that only a certain number of courses can be offered every year.

The Department advised that *“they will remove the requirements to take course from particular groups of courses since it is rather confusing and not necessary, as the reviewers rightly pointed out since the number of courses we offer in each given year is limited, and students have to take what is being offered.”*

The Faculty Dean advised that *“this recommendation is being considered by the department; it would need to be submitted to committees of A&S for approval in the fall.”*

PPC response is as follows: **PPC recommends that the Department review the program requirements with a view to streamlining the structure as proposed by the Review Committee.**

8. We wonder whether a requirement to take one of the two ancient languages as part of an Honours (as distinct from a Specialized Honours) program in Classical studies would improve the rate of survival - or simply discourage students from registering in the program in the first place. Therefore we suggest that faculty canvas students to get a feeling for how this might affect enrolments. It may be noted that at the University of Guelph the requirement to take three semesters of either Greek or Latin has not prevented more than fifty Major Honours students from facing the challenge.

The Department advised that *“to require all majors to take three credits in Latin is a possibility but one we have to carefully explore first. We are seeking feedback from our students on this. Latin would be the language of choice for its benefits for majors in English, Sciences, and students thinking of pursuing a legal or medical career. However, students may not share our enthusiasm, and we do not want to scare them away.”*

The Faculty Dean stated that *“the question is whether students in honours should be required to take two ancient languages or just one.”*

PPC response is as follows: **PPC recommends that the Department review the language requirements of the Classics program.**

9. The student Classics Club could consider networking with similar clubs at other Ontario institutions in order generate new projects and possibly collaborate in student conferences, and other endeavors.

The Department responded that *“the Classics Club has now over 100 members! This makes it the most popular club on campus. The students have reached out to other Classics clubs and are discussing some possible projects including an undergraduate conference. They have already organized some events including the viewing of films and have invited a Classicist, [name deleted] from Western U who will give a talk on Roman dress in late November. This event will be advertised to the wider Nipissing University and the general public.”*

The Faculty Dean advised that *“the reviewers noted that the Classics Club at Nipissing University exceeds 30 students. The reviewers encourage the club to network with other such clubs in the province. This might represent a way of thinking about recommendation 3 as well (website).”*

PPC response is as follows: **PPC considers that this is somewhat outside the scope of a program review. However, the suggestion should be considered by the Department.**

#### **D. Recommendations**

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty of Arts and Science has the overall responsibility for ensuring that the recommended actions are undertaken.

Recommendation	Responsible	Projected Date
<b>PPC recommends that the Department revise the Myth and Religion courses as suggested.</b>	<b>Department</b>	<b>December 2016</b>
<b>That the program coordinator investigate the possibility of a course which includes a visit to the Mediterranean and report back to the Dean.</b>	<b>Department</b>	<b>May 2017</b>
<b>That the program coordinator investigate whether the introduction of a course in Classical Tradition is feasible, especially with existing resources, and report back to the Dean.</b>	<b>Department</b>	<b>May 2017</b>
<b>PPC recommends that the Department review the program requirements with a view to streamlining the structure as proposed by the Review Committee.</b>	<b>Department</b>	<b>May 2017</b>
<b>PPC recommends that the Department review the language requirements of the Classics program.</b>	<b>Department</b>	<b>May 2017</b>

Final Assessment Report

Academic Review

History

The Final Assessment was approved by Senate at the ??? meeting. The following is the review:

**A. Summary**

- i. The Self Study was presented to the PPC on November 22, 2013.
- ii. The Review Committee consisted of two external reviewers: Dr. Janice Liedl, Laurentian University and Dr. Jane Errington, Queen's University and two internal reviewers, Dr. Peter Nosko and Dr. John Allison.
- iii. The site visit occurred on February 27 and 28, 2014.
- iv. The Reviewers' Report was received on March 26, 2014.
- v. The Department's response was provided on April 11, 2014.
- vi. The Faculty Dean's response was received on October 20, 2014.

The academic programs offered by the Department which were examined as part of the review included:

BA Honours Specialization  
BA Concurrent Education with an Honours Specialization  
BA Specialization  
BA Major  
BA Minor  
MA

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 17, 2013.

**B. Strengths**

The Review Committee noted the following: *"The Department of History is one of the leading departments at Nipissing University. The quality of the education it affords its students (both undergraduate and graduate) and the very high quality of the faculty with respect to their own scholarship and their commitment to students and their programs are impressive. This is a department that needs to be supported in all aspects of its endeavours to ensure that its high performance continues even as declining enrolments in Education as well as institution-wide pose serious challenges."*

**C. Opportunities for Improvement and Enhancement**

The Review Team offered the following specific recommendations:

- |   |
|---|
| <ol style="list-style-type: none"><li>1. The department must retain the fundamental seminar format of all first and fourth year courses. And if additional resources are available, this should be extended to a growing proportion of second and third year courses.</li></ol> |
|---|

In its response, the Department *"is fully committed to seminar-based learning. It is the primary element through which we achieve our program goals and provide training at "the highest disciplinary standards"*

that "epitomizes Nipissing University's mission objectives". Furthermore, it is a "universally celebrated" aspect of our program and well suited to fulfill the university's mandate to support first generation and Aboriginal learners."

The Faculty Dean – no specific response provided

PPC response is as follows: **Given the current budgetary situation of the University, and notwithstanding the usefulness of the seminar concept, PPC cannot endorse the expansion of this concept at this time.**

2. We encourage the department to continue to review its course offerings on a regular basis, to respond to student needs, but without compromising the essential pedagogy (seminar and small class formats) that has been the basis of their success to date. This could include the introduction of a methods course or more focused methodology elements in current courses.

The Department "will reevaluate the place of our methods course, History and Historians, in our undergraduate program. The reviewers describe our graduate program as "robustly successful". Our steady enrollment is in no small measure a result of the recruiting work done by [name deleted] and [name deleted]. While our methods course has been more successful this year due to consistent faculty involvement, in light of the student surveys we will reevaluate its structure."

The Faculty Dean – no specific response provided

PPC response is as follows: **PPC recommends that the Department review its course offerings, and in particular consider the introduction of a methods course.**

3. We encourage the department to continue to maintain and strengthen relationships with other programs and centres within the university, and the community at large. This would include supporting joint and multi-disciplinary programs; strengthening ties with the Office of Aboriginal Initiatives and the North Bay Indian Friendship Centre; further developing community service learning components into courses,

The Department responded that "during the 2014-2015 academic year, the History Department will offer courses to support business, Physical Education, geography and nursing students, including a lecture-capture option in Imperial Russian History. We will continue to develop these aspects of our program in the short and mid-term."

The Faculty Dean– no specific response provided

PPC response is as follows: **PPC agrees that the Department should continue to maintain and strengthen relationships within the University and within the community.**

4. The current first year "Canadian" history course (HIST1405), Power and Resistance in Canada's Past", should be formally recognized as a transition to university course.

The Department "will strike a committee this spring to reevaluate this course. Its present form – transition-to-university structure for students and groundbreaking partnerships with elders – receives strong endorsement in our review. We will maintain these characteristics, while considering how we will increase

*the attractiveness of the course for students who arrive at Nipissing University with misconceptions about Canadian History.”*

The Faculty Dean – no specific response provided

PPC response is as follows: **PPC recommends that the Department review HIST1405 with the view of having it recognized as a “transition to university” course.**

5. The two seminar leaders [name deleted] and [name deleted] should be made permanent members of the department. They contribute far more than their ten month contracts would indicate and they are essential to the continuing strength of the first year program and the furthering the department’s commitment to one student at a time.

The Department advised that *“the student-centred nature of our program and our ability to extend this into second and third years, as our students and reviewers request, depends on job security for our colleagues [name deleted] and [name deleted]. The reviewers acknowledge this in their report and make this their first recommendation to the university. We urge the administration to make the security of these positions a matter of priority. In the process, they will support an exemplary aspect of our program and, no less importantly, the essential work our colleagues do to support this university inside and outside the classroom.”*

The Faculty Dean responded as *“outlined in the Reviewer’s report and the Departmental Response, the department will face some challenges in terms of faculty staffing. The reviewers recommend seven positions which are new or renewals. Combined with the budget issues Nipissing is facing, and the enrollment decrease in History, the timelines given by the reviewers is unrealistic. The only way to address the challenges will be by taking a long-term view of the History program. Therefore my recommendation is that the Department develops a staffing plan for the next five years, while taking into an account the implementation of the new initiatives listed for addressing the enrollment decrease.”*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

6. At least one of the LTAs should immediately be converted into a tenure track position. At this time, the most appropriate one would be [name deleted], whose contributions to the department and to the Faculty of Arts and Science has been exemplary. It would be next to impossible to replace him, and both the undergraduate and graduate programs would be seriously compromised without this appointment.

The Department responded that *“the continued health and vitality of our undergraduate and graduate programs, as well as the success of history’s contributions to the Human Rights and State Violence program, depends on the conversion of our LTA 2 to a tenure-track position. This position was created to support our graduate program in two ways: first, to develop courses in world history that add depth to our undergraduate curriculum; second, to attract students to our undergraduate and graduate programs. It is notable that the courses [name deleted] has developed since 2008 are always oversubscribed. As such, they strengthen our undergraduate program. These courses are also the largest source of recruitment to our graduate program, drawing seventeen students to the M.A. in history and additional students to the M.Ed since 2008. Without this position our ability to offer our program and attract and retain students will*

*be seriously eroded. As funds have already been committed to this position, this decision would be budget neutral.”*

The Faculty Dean *see response to recommendation #5 above.*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

7. The university should consider instituting at least one bridging appointment for future retirements beyond 2015, and should commit that all the retirement positions will be replaced so that vital teaching specialties are not lost. This is particularly a concern for the areas of medieval and premodern history.

The Department advised that *“in the next twelve months, the retirement of [name deleted] will seriously compromise the breadth of our program offerings. This is an area of student interest that, as you will note below, we are working to expand to attract more undergraduate and graduate students. Given the seniority of [name deleted], an LTA replacement will provide budget savings without compromising the strength of the history program.*

*Over the next five years, we are likely to face further retirements. To maintain the quality of our program it is essential that we establish a plan to replace these positions.”*

The Faculty Dean *“recommends that the Department develop a staffing plan for the next five years.”*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

8. The university should open up two new LTA positions in history to reduce the need for short term, course-by- course appointments.

The Department – *see response to recommendation #6 above.*

The Faculty Dean - *see response to recommendation #5 & 6 above.*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**



9. The university must increase the library budget substantially, including the allocation to the history department. Without this, not only will the quality of programs be compromised and faculty's ability to continue with ground-breaking research be put at risk, but efforts to enhance overall recruitment will be seriously undermined.

The Department responded that *"we concur that the library budget seriously "jeopardizes the department's ability to continue its mandate- to ensure a high quality of education for all levels and to promote and sustain its research-intensive agenda." We appreciate the work of our colleagues in the library and recognize the challenges they face trying to support us with tremendously limited resources. A well-supported archive with a mandate to broaden its collection will strengthen the research culture of the university by attracting a wider number of graduate students to our university and increasing the quality of research produced at the institution."*

The Faculty Dean *"concurs with the recommendations of the reviewers concerning the library. However given our budgetary constraints, achieving these recommendations may not be possible in the short term."*

PPC response is as follows: **PPC notes that the acquisitions budget for the library was increased by 20% in 2015-2016.**

10. Departmental discretionary funds should be increased by at least 50%.

The Department advised that *"our limited discretionary funds make it difficult to support our departmental activities and, as a consequence, the vitality and innovation of our program. Securing funds to respectfully support Elders is a principal concern."*

The Faculty Dean *"supports the recommendation to increase the discretionary departmental budget. This request could be put forward to the budget committee with a good rationale."*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the "Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s)". In making this assessment, reviewers must recognize the institution's autonomy to determine priorities for funding, space, and faculty allocation."** Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.

11. We recommend that the current LTA at the Muskoka Campus be converted into a tenure track position.

The Department responded *"that the joint LTA position shared with Muskoka provides important linkages between the satellite and main campus, while also providing important support for teaching, particularly replacements for leaves and sabbaticals. We are thankful for the work of [name deleted] and his willingness to travel great distances for our undergraduate and graduate programs. We are hopeful that recent initiatives at Muskoka will revitalize this campus and the place of history courses there. The conversion of this LTA will strengthen both programs and draw from funds already committed to this position."*

The Faculty Dean *see response to recommendation #5 above.*

PPC response is as follows: **Since the Bracebridge campus is being closed, the recommendation is no longer pertinent.**

12. The department needs an “office” and ongoing administrative support.

The Department “*agreed that there is no doubt that departments need “dedicated administrative support” to relieve pressure on department chairs, graduate advisors and support personnel in FASS and Print Plus.*”

The Faculty Dean “*noted that administrative support for the departments in the Faculty of Arts and Sciences is a reoccurring recommendation in each of the program reviews. Nipissing University is working on this issue.*”

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

13. Faculty offices should be grouped together to enhance communication and cooperation among various members.

No specific response given by Department or Faculty Dean

PPC response is as follows: **the primary object of this recommendation is outside the scope of the IQAP program review. However, it should be noted that the University agrees that offices for faculty within the same academic unit should be grouped together to create what could be described as “departmental space”. The issue of how to provide logistical support is under review.**

14. History students – undergraduate and graduate – should be provided with a “history room” at which they could gather, display their work, etc.

No specific response given by Department or Faculty Dean

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

#### **D. Specific Recommendations**

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty of Arts and Science has the overall responsibility for ensuring that the recommended actions are undertaken.

Recommendation	Responsible	Projected Date
PPC recommends that the Department review its course offerings, and in particular consider the introduction of a methods course.	Department	December 2016
PPC recommends that the Department review HIST1405 with the view of having it recognized as a “transition to university” course.	Department	May 2017

DRAFT

Final Assessment Report

Academic Review

Mathematics and Computer Science

The Final Assessment was approved by Senate at the ??? meeting. The following is the review:

**A. Summary**

- i. The Self Study was presented to the PPC on February 15, 2013.
- ii. The Review Committee consisted of two external reviewers: Dr. Walter Tholen, York University and Dr. Sheridan Houghten, Brock University and two internal reviewers, Dr. Doug Franks and Dr. Roman Brozowski.
- iii. The site visit occurred on March 21 and 22, 2013.
- iv. The Reviewers' Report was received on April 29, 2013.
- v. The Department's response was provided on October 18, 2013.
- vi. The Faculty Dean's response was received on October 21, 2013.

The academic programs offered by the Department which were examined as part of the review included:

BSc Honours Specialization in Mathematics and in Computer Science  
BSc Concurrent Education with an Honours Specialization in Mathematics and in Computer Science  
BSc Specialization in Mathematics and in Computer Science  
BSc Major in Mathematics and in Computer Science  
BA Honours Specialization in Mathematics and in Computer Science  
BA Concurrent Education with an Honours Specialization in Mathematics and in Computer Science  
BA Specialization in Mathematics and in Computer Science  
BA Major in Mathematics and in Computer Science  
BA Minor in Mathematics and in Computer Science  
Certificate in Game Design and Development

This review was conducted under the terms and conditions of the IQAP approved by Senate.

**B. Strengths**

According to the Review Committee, *"The Mathematics and Computer Science programs at Nipissing offer tightly organized BA and BSc degree programs of respectable Ontario standards in which students benefit from a most favourable professor-to-student ratio and an early exposure to project- and research-driven learning, guided by a small group of well-prepared and qualified professors whose commitment to excellence in teaching and research is impressive. While students in these programs enjoy the higher-than-normal individual attention by their teachers, the small faculty complement inevitably causes some limitations in students' choices of upper-level courses and specializations. We encourage the Department and the University to*

*take steps to strengthen the Programs further and play a greater role in the design and delivery of “service” courses across the University. Increased connectivity with central University offices and sustained efforts in community outreach to foster stronger student recruitment are also of great importance to the Programs’ success, as is an increase in special attention to the retention of students in introductory mathematics and computer programming courses.”*

### **C. Opportunities for Improvement and Enhancement**

The Review Team offered the following specific recommendations:

1. Strengthen tutoring assistance to students of first-year mathematics courses, especially to those showing weaknesses during the first weeks of the fall term in math preparedness, or difficulty in making the high-school-to-university mathematics transition.

*In its response, the Department advised that “they already took some steps towards enhancing tutoring help for first-year students in the form of online Math Help Center, in addition to the existing face-to-face Math Drop-In Center. We agree, however, that additional help may be required during the first weeks of classes. While individual instructors address the issue of preparedness in various ways, a more centralized approach should be required. Perhaps the University could fund additional TA positions during the month of September which will be used for this purpose. While NU Work positions might be a first suggestion, our recent experience shows that it is almost impossible to find students who are qualified for this program.”*

*The Faculty Dean stated “that the Math Department provides a great deal of student support. They have an online Math Help Centre, as well as a Drop-In Centre—this is beyond what is provided by OSDS. While it may be true that students find the transition in the first few weeks of September especially difficult, it is difficult to address a problem with such a short duration. NUWorks students sought to provide extra support do not have sufficient qualifications. It might be possible to deploy Math graduate students in this role, directing our attention to graduate enrollment might solve this problem as well as ensure the viability of the graduate program.”*

PPC response is as follows: **PPC considers that the Department provides considerable assistance to students showing weaknesses in the first term of Year 1. However, the Department is encouraged to review its existing tutoring activities and to assess their effectiveness in order to ascertain whether additional activities might be warranted, and if so, possible.**

2. The Department should explore the possibility of using a different programming language such as Python for first-year courses, with the understanding that other language(s) such as C/C++ (and variants) or Java should still be used in upper-level courses.

*The Department responded that they “are prepared to give this suggestion a serious consideration. The challenging part here is that such a change would require introduction of an additional course and hence additional faculty resources.”*

The Faculty Dean advised that *“the Department of Computer Science has been encouraged by the Dean (former and current) to consider a complementary first-year course in Python that would potentially interest students who are intimidated by programming in C++. This is part of a long list of possible initiatives to encourage students who don’t see themselves as programmers to consider Computer Science as a possible major. Human-Computer Interaction, User Experience Design, Developing Web-based Apps are three examples of the kinds of courses that are not heavily dependent on programming with appeal to a wide variety of students.”*

PPC response is as follows: **The Department should explore the possibility of using a different programming language in first year Computer Science courses, and present the findings of that analysis to Dean for further action if warranted.**

3. The Department should work towards assuming greater responsibility for the teaching of statistics courses across campus that should be tailored to the needs of the various programs but taught by professional statisticians. The core Mathematics requirements should be augmented by an introductory application-oriented statistics course (separate from the current MATH 2076 which may have to undergo some minor modifications in order to avoid duplication of materials), suitable not only for Mathematics majors but also for students of other programs in the social sciences (including Sociology, Psychology, Geography), business, or economics. Differentiated foci of applications may be provided through separate sections of the course or tutorials. [See also Recommendation 7 below.]

The Department *“completely agrees with this recommendation. Moreover, in the case of statistics, our department already offers the course that is suggested by the reviewers, MATH 1257 Technical Statistics. If necessary, multiple sections of tutorials of the same course can be created to address the needs of specific programs. On the other hand, we expect that administration will follow up with Recommendation 3 to stop and in fact reverse the “statistics spread” (and sometimes even “mathematics spread”!) in the University. We believe that all statistics, mathematics, and IT courses should be returned to its rightful place – the Department of Computer Science and Mathematics*

The Faculty Dean advised that *the Department of Computer Science curriculum currently follows the ACM/IEEE-CS guidelines and the members have agreed to revamp their curriculum according to the newly revised guidelines. For the last two years, the Department has considered the value/benefit of CIPS accreditation. A CIPS accreditation is not necessary; most students are not aware of the designation. Having said this, we offer a rigorous and diverse program of study, so we could obtain the designation.”*

PPC Response is as follows: **This recommendation falls somewhat outside the scope of a “program review” of the Mathematics program, and deals with how other programs incorporate statistics in their programs.**

4 (MATH). The Department should explore the possibility of offering Math 3156 Algebra I on an annual basis, if necessary at the expense of courses less central to a solid Mathematics curriculum (such as MATH 3216, MATH 4086) which, depending on student demand and within the constraints of the current faculty complement, may have to be offered less frequently. [See also Recommendation 9 below.]

The Department advised that *“they feel that our current course cycling is quite adequate. In fact, MATH 3216 is a cycled course, and MATH 4086 is a new course, “cross-coded” with the corresponding graduate course, offering of which is subject to enrollment so perhaps there was some misunderstanding on the reviewers’ part. Of course, offering Algebra I on an annual basis would be desirable, but we do not see at the moment which courses could be removed from annual offering, since most of them are core courses.”*

The Faculty Dean advised that *“the Department and I agree with this recommendation. This is a Faculty (and potentially an institutional issue); the onus should not be on the department to devise a coherent scheme. In the Dean’s office, we have set about coming up with a structure to formalize project and work experience efforts. We should be unveiling a discussion paper by December 2013.”*

PPC response is as follows: **Given existing staffing levels, PPC considers the existing practice of cycling courses, including MATH 3156 Algebra 1, to be appropriate. Should staffing levels change, the Department is encouraged to review that policy.**

5 (CS): The ACM/IEEE-CS guidelines are currently at the point of a new revision, named CS-2013. The Department should make every effort to update the Computer Science curriculum as necessary to ensure that it reflects these newest guidelines.

The Department *“agrees with the recommendation and advised that they will adjust course descriptions to reflect the new curriculum CC 2013.”*

The Faculty Dean advised *“that the Department of Computer Science curriculum currently follows the ACM/IEEE-CS guidelines and the members have agreed to revamp their curriculum according to the newly revised guidelines. For the last two years, the Department has considered the value/benefit of CIPS accreditation. A CIPS accreditation is not necessary; most students are not aware of the designation. Having said this, we offer a rigorous and diverse program of study, so we could obtain the designation.”*

PPC response is as follows: **The Department should ensure that the Computer Science curriculum be reviewed to ensure that it meets ACM/IEEE-CS guidelines.**

5A (CS): Simultaneously, the Department should investigate accreditation of the Computer Science program by the Canadian Information Processing Society. This will help to inform decisions regarding curriculum and may also help to raise the profile of the Department.

The Department *“agrees with the recommendation and advised that accreditation from the Canadian Information Processing Society may improve the reputation of CS program. We will request some resources to accommodate such an accreditation.”*

The Faculty Dean responded *“that the Department of Computer Science curriculum currently follows the ACM/IEEE-CS guidelines and the members have agreed to revamp their curriculum according to the newly revised guidelines. For the last two years, the Department has considered the value/benefit of CIPS accreditation. A CIPS accreditation is not necessary; most students are not aware of the designation. Having said this, we offer a rigorous and diverse program of study, so we could obtain the designation.”*

PPC response is as follows: **Given existing staffing and enrolment levels, as well as the financial situation of the University, PPC does not consider that obtaining accreditation is warranted at this time.**

5B (CS): The Department should explore the possibility of requiring Discrete Mathematics II, Data Structures II and Theory of Computation for Honours Specialization and Specialization students. These would help to fill in some of the required knowledge as specified by ACM/IEEE. Also, without such courses students applying to graduate school may find themselves at a disadvantage.

The Department *“agrees with the recommendation and stated that we may add a new category of “recommended optional courses” to include these courses that are useful for graduate studies.”*

The Faculty Dean responded *“that the Department of Computer Science curriculum currently follows the ACM/IEEE-CS guidelines and the members have agreed to revamp their curriculum according to the newly revised guidelines. For the last two years, the Department has considered the value/benefit of CIPS accreditation. A CIPS accreditation is not necessary; most students are not aware of the designation. Having said this, we offer a rigorous and diverse program of study, so we could obtain the designation.”*

PPC response is as follows: **PPC considers that the Department’s response to this recommendation, that of considering a category of “recommended optional courses”, to be a reasonable and practical way to achieve this objective.**

6. The Department should investigate the feasibility of formalizing student project and work experience by developing a co-op or internship program for Computer Science; likewise for applied areas of Mathematics, such as financial mathematics.

The Department agrees with the recommendation and stated that *“some steps are already taken towards this goal, such as partnership with local businesses and soliciting practical problems from industry that can be used as a basis for research projects. Additionally, the Computer Science Program Advisory Board, consisting of faculty members and representatives from business and industry, has been recently re-established to address, in particular, this challenge.”*

The Faculty Dean stated that *“the Department and I agree with this recommendation. This is a Faculty (and potentially an institutional issue); the onus should not be on the department to devise a coherent scheme. In the Dean’s office, we have set about coming up with a structure to*



*formalize project and work experience efforts. We should be unveiling a discussion paper by December 2013.”*

PPC response is as follows: **The issue of “project and work experience” is an issue much broader than Mathematics and Computer Science. The Faculty of Arts and Science has developed a mechanism to incorporate this in many of its programs. PPC recommends that the Department investigate how to integrate project and work experience into the curriculum of both Mathematics and Computer Science.**

7. The University should make it a priority to hire a true statistician with both a strong mathematical background and proven expertise in statistical applications, who can strengthen and unify the statistics courses across campus. The Computer Science and Mathematics Department should be the “natural home” for such a hire.

The Department *“advised that they agree with the recommendation (see also our response to Recommendation 3 above).”*

The Faculty Dean stated that *“the recommendation to bring Statistics together in one department, esp. for foundations, makes unqualified sense. In the Faculty of Arts & Science, we offer 42+ credits of statistics courses annually, many of them obvious duplication. Additionally, there are Statistics courses offered in the BPhEd, APS, and Education.*

*While I think everyone agrees that upper-year courses should be specialized; first- or second-year fundamentals courses taught by a trained academic statistician (with breakouts/labs) would be preferable to the current model. This is especially true as the new modular curriculum unfolds and we have more students doing double majors (each subject area has its own statistics requirement).*

*Many departments are invested in maintaining their own stats courses. It is possible that only a prioritization exercise will allow us to reorder resources appropriately. The benefits will be the elimination/reduction of redundancy (this is a benefit for both students and faculty); the better training of students; the redistribution of faculty to upper year courses.*

*I support the recommendation for a Statistician to be located in Math/CS, esp. if that person had the support of Sociology, Geography, Economics, Psychology, and Math and, with that support, was asked to lead a discussion around the place of Statistics in our Faculty.”*

PPC response is as follows: **This recommendation falls somewhat outside the scope of a “program review” of the Mathematics program, and deals with how other programs incorporate statistics in their programs.**

8. The University should consider creating a full-time position in Physics, in an area that offers optimal collaboration with existing faculty expertise in Mathematics, Computer Science and/or the natural sciences.

The Department *“noted that such position has recently been given to the Department and will be advertised shortly.”*

The Faculty Dean advised that “*we will be advertising the position shortly. The hiring of a computational physicist is a priority.*”

PPC response is as follows: **The University has hired a full-time position in Physics.**

9 (MATH). In order to broaden and strengthen its course offerings in the general area of algebra (inclusive of its “Advanced Research Courses”) the Department should consider hiring an algebraist (in a broad sense) as a mid-term priority, a direction that would also help to achieve greater breadth in the fields of research interests by its faculty members as part of the Department’s mid- to long-term evolution

The Department advised that “*they believe that our current mathematics faculty is completely qualified to teach any undergraduate algebra course. However, to create more options for undergraduate research projects, as well as for graduate courses and research, such appointment may be discussed in the future.*”

The Faculty Dean stated that “*while it may be of merit in the future, the Department does not see an immediate need for an algebraist. The reviewers’ recommendation seems more like a suggestion as a way of prodding the department to think about its future direction and needs. In that light, it is very helpful.*”

PPC response is as follows: **PPC suggest that this issue be revisited by the Department and the Dean once additional faculty positions have been approved.**

10. The University should consider creating at least one more full-time, tenure/tenure-track position in Computer Science.

The Department “*strongly agree to make sure the program stays attractive for potential students and to offer existing courses on a regular basis, an additional appointment in Computer Science is necessary.*”

The Faculty Dean state “*that given the enrollment numbers in Computer Science, and particularly the flow through, another position in Computer Science is not justified at this point. Having said this, the ACM/IEEE-CS curriculum requires (and CIPS accreditation will also reaffirm) that a certain number of courses be offered. We are routinely in the perilous position of offering many low subscribed courses. CS needs an infusion of students. Should that infusion arrive only then would a fourth position make sense.*”

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

11. The University should ensure that computing resources are kept up-to- date by a regular cycle of renewals. [See also Recommendation 21 concerning technical support]

The Department advised that *“renewals of equipment by a regular cycle in our CS labs are required for us to keep at a high level of performance.”*

The Faculty Dean stated that *“there is a regular cycle of renewal and maintenance.”*

PPC response is as follows: **PPC recommends that the Dean ensure that the regular cycle of renewal and maintenance be continued.**

12. The University should provide compensation in the form of course relief for supervision of project and seminar courses should the number of students in such courses significantly increase.

The Department noted that *“such policy is already implemented.”*

The Faculty Dean stated that *“the new Collective Agreement has provision for course relief for supervision.”*

PPC response is as follows: **PPC is satisfied that the existing provisions in the Collective Agreement are sufficient.**

13. Given the large proportion of its Majors pursuing a teaching career, it is important that the Department develop a closer working relationship with the Schulich School of Education especially on curricular needs from both the School's and the University's perspectives.

The Department advised that *“we are open to such discussion. In particular, to address the transition to the inquiry-based school curriculum, MATH 1070 Fundamentals of Arithmetic for Teachers has been substantially redesigned. See also our response to Recommendation 14.”*

The Faculty Dean noted that *“given the reforms to the Education curriculum precipitated by the Ministry changes to the B.Ed. program, it will be vital for the Department and faculty from Education to speak about MATH1070, in particular. This course was designed with Education students in mind.”*

PPC response is as follows: **PPC recommends that the Dean and the Department Chair meet with the Dean of Education to ensure that the curriculum continues to meet the needs of the Education Faculty.**

14. The Department needs the assistance of the Faculty and the University to intensify the recruitment efforts for the programs it offers, through the facilitation of presentations in high schools of the region, through positive and open-minded collaboration with the colleges (which may in particular benefit the new Science and Technology Program) and net-working with local boards of commerce, through high-quality and up-to-date presence on the Internet and in social media, and through the attention to international recruitment that would highlight the individual attention that students receive at Nipissing. Department efforts may also include, for example, continued or increased involvement in high school events, such as Mathematics, Robotics or Programming contests.

The Department advised that *“our outreach program has a long history and dates back to 2005. We offer various activities including Math Circles, Math Talks, and Math Contests. Together with our colleagues from the School of Education, we established Nipissing University Mathematics Education, Research, and Information Centre. We are planning to continue these initiatives and intensify similar efforts in the area of Computer Science. In particular, our Department supports the local Robotics team (FIRST Team 1305). We also developed 2+2 proposal in Computer Science, as well as a transfer agreement with Humber College. On the other hand, we feel that more efforts should be made by administration to publicize and promote our programs in Computer Science, Mathematics, and Science and Technology.”*

The Faculty Dean noted that *“the Department of Computer Science and Math deserves great credit for the number and amount of service they provide to the Institution which should be accounted as recruitment efforts. As well, the Department has been active in negotiating transfer pathways and 2+2 proposals to ensure that students from colleges and other international institutions can easily access admission to Nipissing’s programs.”*

PPC response is as follows: **PPC considers that the Department already does a significant amount of collaboration and outreach activities.**

15. The Department should work with the appropriate units at Nipissing (e.g. Recruitment, Marketing & Communications) to develop a marketing strategy that highlights, among other things, student research and work experience.

The Department advised that *“we are open for such discussion.”*

The Faculty Dean noted that *“I have invited the Director of Marketing to meet with faculty members in order to open another channel for promotion and discussion.”*

PPC response is as follows: **PPC considers this recommendation to be somewhat outside the scope of the program review. However, PPC recommends that the relevant University units (Recruitment, Marketing and Communications) continue to consult with all academic units and the Deans in the development of their marketing/recruitment/communications strategies.**

16. (Related to Technology Management) The University should closely examine the necessity of such overlapping courses given the University's limited resources. In this particular case, these courses overlap existing courses in Computer Science; furthermore, students in these courses would benefit from the depth of knowledge available only from experts in Computer Science.

The Department recommended to *“please see our response to Recommendation 3. Here we would like to also note the existence of: ADMN 1606 Business Math and Statistics; ADMN 1607 Business Mathematics; ADMN 2606 Business Statistics. These courses are not offered by the Department of Computer Science and Mathematics, which, in our opinion, is strange, at best.”*

The Faculty Dean advised that *“the recommendation to move Technology Management from the School of Business to Math/CS is an interesting one, for a number of reasons. The reviewers have pointed to an odd artefact of programming at Nipissing University. In the past, there seems to have been little oversight in the germination of redundancy across Faculties. While there has always been expertise (research and teaching) in Math/CS in Industrial Mathematics and Service Technology (two streams within the Science and Technology program), the School of Business devised its own Technology Management courses (36 credits; 30 credits of which seem to duplicate what is offered in A&S, if we follow the calendar descriptions).*

*The recommendation to move Technology Management from the School of Business to Math/CS would “restore” them to their home (that is certainly how the department views it). The Technology Management stream in STEM (A&S) is more academically robust than the stream in Business. Given the comments of the reviewers, I undertook a brief conversation by e-mail with the Director of Business to see if there is a simply way of redressing the reviewers’ concerns. At present, the Director of Business is not interested in “hiving” off part of the Business program; I assume that his reticence corresponds to the Math/CS departments horror at having had their courses “hived” off.*

*More significantly, the Director of Business seemed to not know that there were two streams in STEM (Industrial Mathematics and Service Technology) that might complement what was being offered in Business. A strategy of working together would probably address the same problem that both programs are dealing with: enrollment. Please note, according to the Assistant Vice President, Institutional Planning and Quality Assurance:*

*At the November count date last year, considering that this was a review for the 2012---13 year, there were 7 students in the BBA TMGT stream. 2 were first year, 2 were second year and 3 were third year (none in their fourth year).*

*If we could combine our resources to target for recruitment students interested in Technology Management (from either a Business or an applied research point of view), there would be obvious benefit. Establishing a working collaborative partnership might also ensure that redundancy is reduced and future programming makes more sense to the collective.”*

PPC response is as follows: **PPC does not at this point make any recommendations regarding this issue.**

17. The Department is encouraged to actively participate as the University works towards a new Academic Plan.

The Department noted that *“they agree. We are not aware of a new Academic Plan at the moment. However, the draft of a document called “Strategic Plan” has been recently circulated to the departments. We are working on our comments to this document.”*

The Faculty Dean advised *“that the Institution is undertaking a Strategic Planning exercise. The Faculty is also working towards an “academic snapshot” that will then allow it to move on to a 4- or 5-year planning document.”*

PPC response is as follows: **PPC considers that all academic units should participate in the development of an Academic Plan for the University and/or the Faculty.**

18. The Department should consider establishing an Associate Chair position to assume the Chair’s responsibilities in times of absence. The Associate Chair should be a Computer Science faculty member in the case that the Chair is a Mathematics faculty member, and vice-versa, thereby enhancing the profile of each discipline.

The Department advised that *“this recommendation seems to be redundant due to the following:*

- *we already have a position of Computer Science Program Coordinator (which may be supplemented by Math Program Coordinator in the future)*
- *the chair appoints an acting chair for the period of absence.”*

The Faculty Dean advised that *“CS/Math has a system of chair and coordinator in place. It seems to work to the satisfaction of the Department members.”*

PPC Response is as follows: **PPC considers that the exiting academic governance structures at the Departmental level are adequate and conform to the Collective Agreement.**

19. The Department is encouraged to ensure that the Chair or Associate Chair attends networking events such as annual meetings of Canadian Chairs (e.g. CACS/AIC for Chairs of Computer Science).

The Department *“agrees with this recommendation.”*

The Faculty Dean *“encourages all chairs to attend annual meetings. We should dedicate cost centres and budgets to ensure participation.”*

PPC response is as follows: **PPC recommends that the Dean encourage the Chair to attend those annual meetings.**

20. The University should attempt to provide a physical “home” for the Department, both for faculty and students. All faculty offices should be in close vicinity to each other. The University should also ensure exclusive use of a room for Mathematics students (such as A223), as well as the continued exclusive use of the Sun lab.

The Department *“strongly agrees with this recommendation. In particular, it would be highly desirable to reserve A223 for the exclusive use of the Department and equip it (in addition to the blackboard) with a SMART Board (or similar technology) and a computer.”*

The Faculty Dean *“believes plans are underway to ensure that departments are housed in close proximity. Dedicating A223 to Math makes sense, given the technical requirements and the ways in which students associate drop-in and tutorial hours to that space.”*

PPC response is as follows: **PPC recommends that the University continue to develop and implement plans to house faculty in close proximity to each other, in other words, to create “departmental space”.**

21. The University should explore the possibility of providing additional staff support to the Department. There is a need for both dedicated secretarial support and technical support (e.g. computer hardware and software maintenance).

The Department *agrees with this recommendation. Moreover, a part-time position of lab technician who would take care of Sun lab and Physics lab would greatly benefit our faculty. We made multiple attempts to hire such technician using NU Work program, but were unable to find a candidate that would qualify for this program.*

The Faculty Dean noted *it is believed that plans are underway to give departments shared secretarial support.*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

#### **D. PPC RECOMMENDATIONS**

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty of Arts and Science has the overall responsibility for ensuring that the recommended actions are undertaken.

<b>Recommendation</b>	<b>Responsible</b>	<b>Projected Date</b>
<b>The Department should explore the possibility of using a different programming language in first year Computer Science courses, and present the findings of that analysis to Dean for further action if warranted.</b>	<b>Department</b>	<b>December 2016</b>
<b>The Department should ensure that the Computer Science curriculum be reviewed to ensure that it meets ACM/IEEE-CS guidelines.</b>	<b>Department</b>	<b>May 2017</b>
<b>The issue of “project and work experience” is an issue much broader than Mathematics and Computer Science. The Faculty of Arts and Science has developed a mechanism to incorporate this in many of its programs. PPC recommends that the Department investigate how to integrate project and work experience into the curriculum of both Mathematics and Computer Science.</b>	<b>Department</b>	<b>May 2017</b>
<b>PPC recommends that the Dean and the Department Chair meet with the Dean of Education to ensure that the curriculum continues to meet the needs of the Education Faculty.</b>	<b>Dean</b>	<b>December 2016</b>



Final Assessment Report

Academic Review

Native Studies

The Final Assessment was approved by Senate at the ??? meeting. The following is the review:

**A. Summary**

- i. The Self Study was presented to the PPC on December 13, 2013.
- ii. The Review Committee consisted of two external reviewers: Dr. Robert Robson, Lakehead University and Prof. David Newhouse, Trent University and two internal reviewers, Dr. Larry Patriquin and Dr. Gerald Laronde.
- iii. The site visit occurred on February 13 and 14, 2014.
- iv. The Reviewers' Report was received on June 9, 2014.
- v. The Unit's response was provided on October 20, 2014.
- vi. The Faculty Dean's response was received on July 2, 2014.

The academic programs offered by the Department which were examined as part of the review included:

BA Major  
BA Minor

This review was conducted under the terms and conditions of the IQAP approved by Senate.

**B. Strengths**

The Committee commends [name deleted] for the extraordinary effort he has made in keeping the program alive and his various efforts at improving the breadth and depth of the program as well as the efforts of colleagues in other departments and programs, most notably Biology, Political Studies, Anthropology and English. The committee also commends the Ethnobotany Service Learning Initiative put in place after the last review and which has garnered excellent reviews from participants and the Dokis First Nation.

The program is also to be commended for its Indigenous Knowledge foundation and for the excellent statement that places it clearly within the ideational world of the Anishinaabe while respecting the structures of the modern university. In this respect, it is at the leading edge in curriculum in Indigenous Studies.

**C. Opportunities for Improvement and Enhancement**

The Review Team offered the following specific recommendations:

1. The university should decide whether or not it wishes to continue the Native Studies program.

In its response, the Department advised that *in the last two decades there have been planning exercises and priority setting initiatives across successions of university administrations. Aboriginal initiatives have been identified on various occasions as a significant part of the directions of the university. Certain aboriginal initiatives have occurred but on the academic side of the education equation there has not been to date, any long-term plans for Native Studies. The program, as the reviewers point out, has no idea what each year will bring and mostly it has been little or no change. The program reached its maximum capability in faculty and resources years before the Program Review of 2005.*

The Faculty Dean noted that *this is the key question facing the university. A&S is committed to having a robust Native Studies programme that can act as the linchpin for all departments' efforts to strengthen their commitment to content which better reflects the history and contemporary experience of aboriginal, First Nations, and native communities in Canada. Some departments are also interested in developing courses that redress histories of contact and indigenous cultures outside of Canada. There is a real opportunity to be grabbed, but it can only be done with a considerable investment signaled by an investment in the programme.*

PPC response is as follows: **PPC considers that Native Studies is an important program that must be strengthened. PPC does not recommend the elimination of this program.**

2. If the university decides that it wishes to continue to the Native Studies Program, It should ensure that the faculty complement for the program be increased to at least three people within a reasonable period of time.

In its response, the Department stated that *the 2005 review indicated the need for the appointment of additional faculty, the development of the program into a four-year honours program and various recommendations for improving the breadth and depth of the degree. The 2014 Review echoed the earlier recommendations and added that it would take at least three faculty appointments and the subsequent development of promotional efforts, to increase enrollment.*

The Faculty Dean noted that *while it is generally outside the purview of the reviewers to make staffing recommendations, in this case, their recommendation is germane to what they have been asked to assess. Three fulltime members is reasonable to mount a four year honours programme. [name deleted] has articulated how such resources would be used, including one language position.*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the "Appropriateness and effectiveness of the**

academic unit's use of existing human, physical and financial resources in delivering its program(s)". In making this assessment, reviewers must recognize the institution's autonomy to determine priorities for funding, space, and faculty allocation." Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process. Notwithstanding, PPC recommends a second position for Native Studies. This is underway for 2016-2017. PPC also recommends that the equivalent of a third faculty position, either solely in Native Studies or by cross-appointment, be considered over the next few years.

3. The Working Group on Native Studies explore opportunities for creating a robust Native Studies faculty within a small university.

The Department advised that *"over the course of more than six years there have been occasions when, through the Dean's office, a Working Group Committee for Native Studies has been initiated. Unfortunately, the Working Group would be convened only once in the academic year, during the tenure of each of the previous three Deans. The Group's composition changed each time and the restarting process would take the whole procedure back to a beginning point. The Reviewers have acknowledged that a Working Group is a worthwhile form of development mechanism for the Program but the Native Studies Program would wish to add the proviso that the Working Group be convened in a regular fashion and with an eye to long-term commitment and long-term goal setting."*

The Faculty Dean responded that *"it was my hope when I convened the working group that this would be their task. I am pleased that the reviewers see value in the working group, as a support to the coordinator of the programme."*

PPC response is as follows: **That the Faculty of Arts and Science formalize the Working Group Committee for Native Studies and consider expanding it to include representation from the other two Faculties.**

4. If the decision is made to appoint additional faculty, we would recommend that the Working Group on Native Studies be mandated to develop a five year plan for improving the curriculum through additional Native Studies courses including a plan for cross listing with other departments and programs. As students exhibit high interest in the development of practical skills, we would also recommend that the service learning course be continued and properly resourced. It also provides a link to local community and is a visible demonstration of the university's commitment to local First Nations communities.

The Departments responded that *"expansion of the present schedule of courses in order to offer students more choice and to make it less arduous for students to fit Native Studies within their*

*required curricula for minors or majors. This expansion would also allow for true program progression of course content rather than having to teach every existent course as an introductory course from year one to year three of their undergraduate degree. As an example, the course NATI 3005 Native Religions and Spirituality is taught as an opening course and there is no continuing depth and specificity to the topic realm.”*

The Faculty Dean stated that *“the working group could prepare a five year plan which would detail staffing and course/curriculum development, esp. cross-listed courses. Ideally, a timeline would be established for the work of the committee and resources provided based on their recommendations.”*

PPC response is as follows: **That the Department develop a five-year plan for the creation of additional Native Studies courses, including additional cross-listed courses.**

5. We would also recommend that the Working Group work closely with the Office of Aboriginal Initiatives to build Native Studies courses into other programs as one way of increasing program enrolments.

The Department advised that *“Native Studies has struggled over the years from being placed within numerous other discipline clusters, global budgets and as a small-voice program therein. In recent years it developed the initiative to be a stand-alone program which it is now entered as, in the stratification listing of programs and disciplines. This will hopefully make it easier in the future to resource the program more clearly and efficiently. Further attached is the larger possibility in the future to be a school or institute of native higher learning within the structure of the university, similar to other “schools” already present here.”*

The Faculty Dean advised that *“the mandate of the OAI is not academic. Accordingly, it has been difficult to establish, to date, an easy relationship. But if the OAI were charged with supporting community service efforts and recruitment, I think that would be a first step to negotiating a relationship that would have the potential to expand.”*

PPC response is as follows: **PPC recommends that the Director of the Office of Aboriginal Initiatives be invited to participate in the Working Group Committee for Native Studies.**

6. We recommend that the Working Group explore opportunities to increase enrolment in the Native Studies program through the offering of a new Native Studies teachable course within the B.Ed. program, The rationale being that some students may be attracted to a career teaching Native Studies within the school system. The flow through of students from the Native Studies program in Arts and Science into Education would benefit the university as a whole.

The Department advised that the *“Four Year Honors Program in Native Environmental Management. This initiative idea was spawned by surveying the needs and wishes of both students and the communities from which they come, and would wish to have maximum flexibility in courses or stream choices if coupled with a larger interdisciplinary program within the university. Potential graduates are increasingly looking to practicality and the accompanying skill sets from which to launch into careers in First Nations communities and in the general workplace. As First Nations turn ever increasingly towards self- government, self-determination and self-management of their own infrastructures this type of program would fill many gaps that are both present now and well on into the future.”*

The Faculty Dean noted that *“Native Studies needs to be a four year honours programme if students are to go on directly into a B.Ed. It would be wonderful if the new chair in Aboriginal Education would work closely with the Native Studies programme (there are a number of opportunities for crosslisting and cross- appointment that might formalize some of these ties). As well, one of the faculty members in Education who is working on the teachable may well serve on the working group or as a liaison.”*

PPC response is as follows: **PPC considers that the review of the structure of the Bachelor of Education programs should be undertaken by the Schulich School of Education.**

7. We recommend that the Registrar's Office work with the Native Studies program to develop a promotion/recruitment/retention strategy that not only meets the needs of the Native Studies program but also the needs of the University.

The Department noted it *“has struggled over the years from being placed within numerous other discipline clusters, global budgets and as a small-voice program therein. In recent years it developed the initiative to be a stand-alone program which it is now entered as, in the stratification listing of programs and disciplines. This will hopefully make it easier in the future to resource the program more clearly and efficiently. Further attached is the larger possibility in the future to be a school or institute of native higher learning within the structure of the university, similar to other “schools” already present here.”*

The Faculty Dean advised that *“recruitment is a crucial issue. Both the Registrar’s Office and External Relations need to be charged with recruitment into the programme. We certainly want*

*more native students at Nipissing University, it is a misunderstanding to assume they will all want Native Studies as a major.*

*Recruitment into Native Studies needs to take the curriculum and its appeal into account.”*

PPC response is as follows: **PPC considers this recommendation to be somewhat outside the scope of the program review. However, PPC recommends that the relevant University units (Recruitment, Marketing and Communications) continue to consult with all academic units and the Deans in the development of their marketing/recruitment/communications strategies.**

8. We recommend that the Nipissing University explore the possibility of developing a community-based or off-campus component to the Native Studies program. With five reserve communities located within an hour drive of the campus, community based teaching would appear to be an obvious way to introduce students (or potential students) to the Native Studies program as well as to introduce the University to the Aboriginal community.

The Departments response is imbedded in their response to recommendation #6.

The Faculty Dean advised that *“everyone seems very excited by the possibility of developing an off-campus component to the programme. Again, Native Studies needs to have a critical mass of faculty in order to develop and offer more and other options. Success is not guaranteed, but more faculty are necessary to make success possible.”*

PPC response is as follows: **PPC endorses this recommendation.**

#### **D. PPC RECOMMENDATIONS**

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty of Arts and Science has the overall responsibility for ensuring that the recommended actions are undertaken.

<b>Recommendation</b>	<b>Responsible</b>	<b>Projected Date</b>
<b>That the Faculty of Arts and Science formalize the Working Group Committee for Native Studies and consider expanding it to include representation from the other two Faculties.</b>	<b>Dean</b>	<b>December 2016</b>
<b>That the Department develop a five-year plan for the creation of additional Native Studies courses, including additional cross-listed</b>	<b>Department</b>	<b>May 2017</b>

<b>courses.</b>		
<b>PPC recommends that the Director of the Office of Aboriginal Initiatives be invited to participate in the Working Group Committee for Native Studies.</b>	<b>Dean</b>	<b>December 2016</b>

DRAFT



## Final Assessment Report

### Academic Review

#### Social Welfare and Social Development Program

The Final Assessment was approved by Senate at the ??? meeting. The following is the review:

#### **A. Summary**

1. The Program Self Study was completed and sent to the external reviewers November 2012. There were two volumes, the first, Self-study Social Welfare and Social Development Program and the second, Background Data Review of the Social Welfare and Social Development Program.
2. The Review Committee consisted of two external reviewers: Meg Luxton (York University) and Alan Sears (Ryerson University) and two internal reviewers, Gillian McCann, Faculty of Arts and Science, Religions and Cultures, and Sal Renshaw, Faculty of Arts and Science, Chair Gender Equality and Social Justice.
3. The site visit was conducted February 7th and 8th, 2013.
4. The Reviewers' Report was received on March 19, 2013.
5. The Department's Response was provided on April 30, 2013.
6. The Dean's Response was provided on April 22, 2013.

The academic programs offered by the Department which was examined during the review included:

BA in Social Welfare and Social Development.

This review was conducted under the terms and conditions of Nipissing University's IQAP approved by Senate on December 17, 2010.

#### **B. Strengths**

The Review committee noted the following: *"With small class sizes and well qualified faculty combined with a strong pedagogical basis for the program, Nipissing offers a quality program in Social Welfare and Social Development in the view of the reviewers. "The program has real strengths in the area of deliberate capacity development among students." This is accomplished by the faculty combining important areas of discovery based learning and providing interdisciplinary perspectives of human services and social policy.*

*The reviewers noted that in this program, students valued their small classes and the opportunities to get to know their professors. From a teaching and assessment point of view, the reviewers were impressed by the level of assignments stressing "critical reading, thinking and writing, rather than relying on measures such as multiple choice that only*



*require memory work.” The majority of courses require that assignments be related to each other as building blocks ending with a final assignment being a culmination of the preceding assignments. There was a comment from the reviewers that they were impressed with the close collaboration among the three full time faculty members and that as a result of this close collaboration, there were a number of program wide assignments. The reviewers noted that another strength of the program was that in the 2012-13 academic year seventy percent of the course offerings were taught by full-time faculty.”*

### **C. Opportunities for Improvement and Enhancement**

The Review Team offered the following specific recommendations:

1. The immediate sustainability of the program requires that the current limited term position be converted to a tenure-track position. The medium term sustainability of the program requires the hiring of a fourth faculty member once the program has proved its ability to attract and retain students. We recommend that the Program receive an additional tenure stream appointment, possibly in the area of Community Service Learning and community-based research.

*The Department response pointed out “that as the main recommendation to address one of the potential issues identified by the reviewers was the need to stabilize faculty complement to prevent “burnout” of current faculty members and to address a broadening of the curriculum. The Department pointed out that they had received approval to convert the Limited Term Appointment to a Tenure Track Appointment to commence July 2014. As to the addition of a fourth faculty member, the Department indicated that ideally this should take place in 2014-15 when one of the full time faculty members is on sabbatical. In their recommendation, the reviewers suggested that the background for the fourth faculty member could be from the area of Community Service Learning. The Department view was that the faculty member currently involved in this subject area, continue with Community Service Learning and that the new faculty member follow the reviewers’ alternative recommendation that any new addition to the faculty should “reflect the program’s hiring priorities.” The hiring of a fourth faculty member in 2014-15 would allow the Department to be fully staffed in anticipation of the commencement of the Bachelor of Social Work program.”*

*The Faculty Dean’s response “echoed the note from the Department regarding the conversion of the Limited term Appointment to a Tenure Track Appointment. In terms of adding a fourth faculty member to the Department, the request will be made in the 2014-15 budget year. The Department will decide on the disciplinary and research expertise of the position to compliments and strengthens its current faculty membership.”*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

2. *We recommend that the program be assigned an administrative secretary who will take responsibility for most of the administrative tasks of running the program and who will serve as the “public face” of the program for students and others.*

In its response to this recommendation, *“the Department separated the recommendation into two issues. The first issue was to address the need for dedicated administrative support to relieve these duties taken on by the department faculty. The Department noted that there were additional administrative resources made available in the Office of the Dean of Applied and Professional Schools in 2013-14. They anticipated that there may be the opportunity to enhance these resources with the anticipated implementation of the Bachelor of Social Work program. To address the second issue in this recommendation, the creation of “a public face” of the program, the Department suggests that they will be working with the Office of the Dean of Applied and Professional Schools, to cluster the faculty offices in one physical area and this would enable the establishment for this program presence.”*

The Faculty Dean *“in his response did not believe that there was sufficient work in the department to justify full time administrative support. Once the Bachelor of Social Work program is established there may latitude to provide full time support on a combined basis. He did note that there were additional resources made available in his Office to address in part some of the needs of this and other departments.”*

PPC response is as follows: **PPC notes according to Quality Assurance Framework Reviewers are asked to comment on the “Appropriateness and effectiveness of the academic unit’s use of existing human, physical and financial resources in delivering its program(s)”. In making this assessment, reviewers must recognize the institution’s autonomy to determine priorities for funding, space, and faculty allocation.” Accordingly, PPC refers this matter to the Dean for consideration as part of the normal budgetary process.**

- 3. We recommend that the strong pedagogical basis of the program be reinforced by further work in the areas of democratic pedagogy, applied and community research, anti-oppression pedagogy and information literacy. This will require both the basic investment in faculty resources described above and specific support for faculty development, including travel, conferences, consultants and library resources as appropriate as well as stronger community liaison support for community service learning and partnership with community agencies.*

The Department provided a very detailed response addressing this recommendation. *“The response included inclusion of additional readings to be incorporated into various courses, addition of information literacy into course materials or the addition of a specific course in information literacy and potential cross-listing of courses with Gender Studies and Sociology.”*

In his response, the Dean *“fully supported and endorsed the detailed curriculum response from the Department. In addition, the Dean re-iterated that the Reviewers’ Report stated that the pedagogy and curriculum are both sound, each contributing to a “unique learning process” and experience for students.”*

PPC response is as follows: **PPC recommends that the School review its curriculum to determine whether further changes are needed to ensure that the following areas are adequately covered: democratic pedagogy, applied and community research, anti-oppression pedagogy and information literacy.**

- 4. The program will benefit from a stronger identity, which would include over time: a discernible space with appropriate staff support, an improved website and the community liaison work. In particular, we note that the website is difficult to read, hard to navigate and in no way distinguishes the Social Welfare and Social Development program.*

The Department *“combined its response to recommendations 4 and 6. They supported the need to improve communication of information of their program through the program website. They also recognized that any webpage redesign would require sufficient resources from the University’s senior Administration. In regard to the issue of improving linkages with community college, the Department stated that they will undertake to update the articulation agreement with Canadore College and with the assistance of the Office of the Dean of Applied and Professional Schools, explore possible links with other community colleges providing college diploma students the opportunity for a degree completion pathway to either in Bachelor of Arts degree or in the future a Bachelor of Social Work degree.”*

The Faculty Dean noted that *“the senior administration is committed to a long term space planning process where faculty will be located to create a “point of presence” for the*

*Department. Included in this planning is the potential for designating a classroom for faculty and student use during times when classes are not scheduled. The Dean also noted that the University website continues to be edited and updated by the Marketing and External relations department. In the opinion of the Dean, there is little academic input into that process or on-going development. The Marketing and External Relations department have identified the need to enhance content online and in print form. The Marketing and External Relations department does not recommend developing individually branded program sites as the Nipissing University brand does not have the recognition to support sub-brands.”*

PPC response is as follows: **(1) PPC considers this recommendation to be somewhat outside the scope of the program review. However, PPC recommends that the relevant University units (Recruitment, Marketing and Communications) continue to consult with all academic units and the Deans in the development of their marketing/recruitment/communications strategies.**

*5. The program has attracted a strong group of students and this would be enhanced through the development of a student association/club, which can be seeded through events and drop-ins. Students were clear that they would like to have a space designated for their use or at least the opportunity to use a room on a regular basis for student meetings, socials and other activities.*

The Department noted in their response “*that the creation of a student club would enable students to faculty their support and concerns about the Social Welfare and Social Development program. Students would have the opportunity to bond as a group and enhance their organization capacities. There is an effort underway to designate classroom space for faculty and student use during non-scheduled times. In addition, future plans include setting aside department funds to support the formation of a student club. A faculty member will be designated as an advisor for the club”.*

The Dean’s response was included in the remarks for Recommendation 4 above.

PPC response is as follows: **PPC considers that the actions proposed and undertaken by the Department and the Dean adequately address the issue raised in the Reviewers’ Report.**

*6. We recommend that the University and the Program develop more active information and recruitment efforts, directed at both high school students and guidance counselors and Colleges. A more attractive and informative website that reflects the specific attractions of the Social Welfare and Social Development Program is definitely central to such efforts.*

For the Department response, see response to Recommendation 4 above.

In his response, the Dean noted “*that the marketing and recruitment have recently been combined under the External Relations and Advance Office. They are identifying Social Welfare and Social Development as a distinct program option at recruiting fairs and high school visits. Information request cards, paper or virtual, include Social Welfare and Social Development as an explicit area of interest and communications are specifically targeted to inquiries indicating this area of interest. Promotional material distributed to community college contacts for Social Welfare and Social Development high affinity programs will be enhanced. These efforts are in addition to the current work performed by the Marketing department with respect to the material included in the Student Guide, training sessions with Liaison Officers in regard to specific program background, Program Brochures, and fall and winter open houses where program representatives are available to all campus visitors to discuss their program opportunities.*”

PPC response is as follows: **PPC considers that the actions proposed and undertaken by the Department and the Dean adequately address the issue raised in the Reviewers’ Report.**

**D. Recommendations**

Below are the recommendations that require specific action as a result of the Review, along with the identification of the position or unit responsible for the action in question. Notwithstanding the position or unit identified as the being responsible for specific recommendations, the Dean of the Faculty of Arts and Science has the overall responsibility for ensuring that the recommended actions are undertaken.

Recommendation	Responsible	Projected Date
<b>PPC recommends that the School review its curriculum to determine whether further changes are needed to ensure that the following areas are adequately covered: democratic pedagogy, applied and community research, anti-oppression pedagogy and information literacy.</b>	<b>School</b>	<b>May 2017</b>